

Module Three Thematic



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Module 8A:

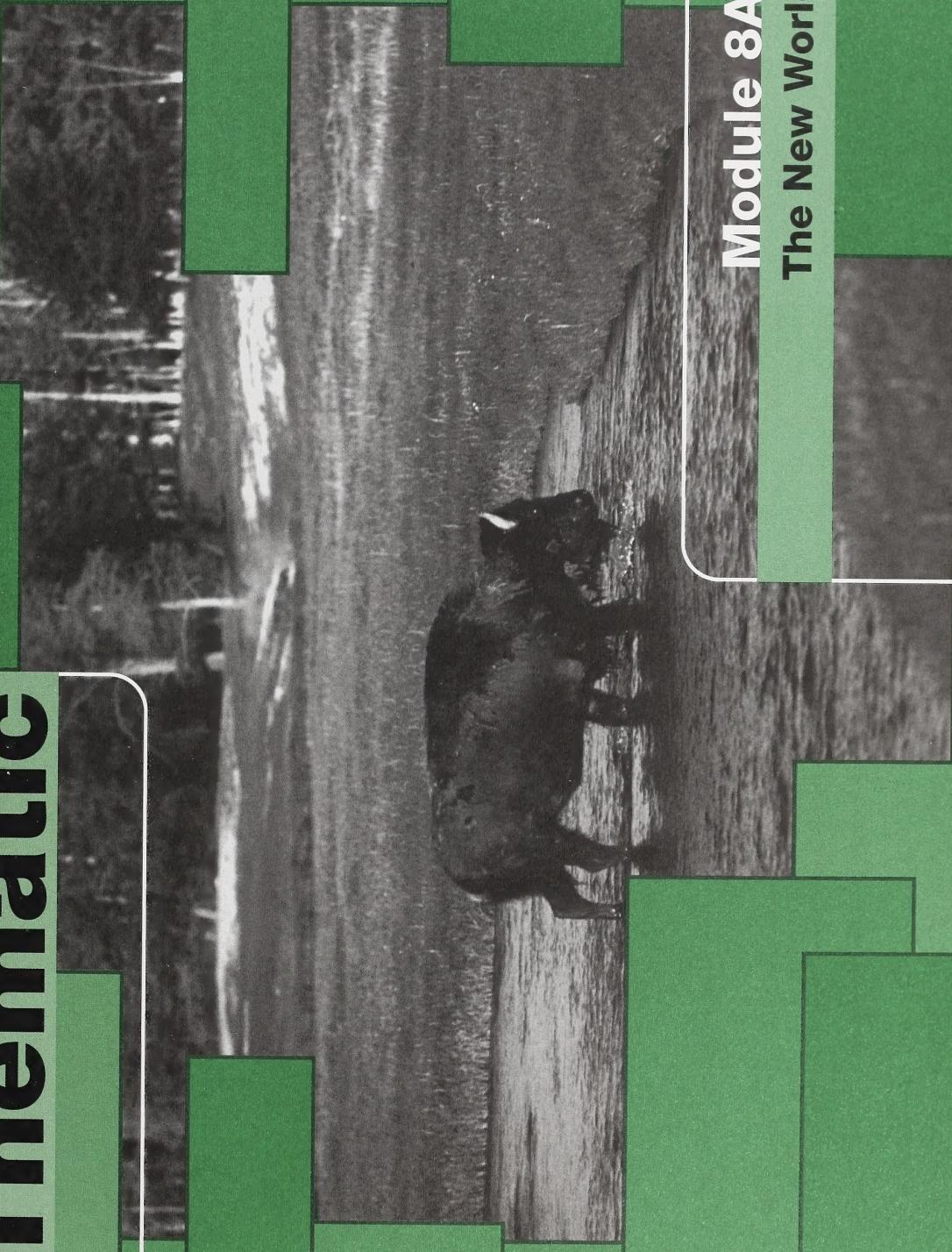
The New World



Alberta
EDUCATION

8

Grade Three Thematic



Module 8A:

The New World

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Grade Three Thematic
Module 8A: The New World
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
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- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Welcome!

Grade Three Thematic Module 8A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



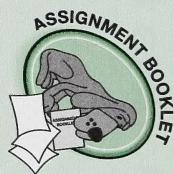
Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.

Things to Remember

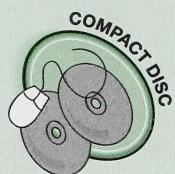
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



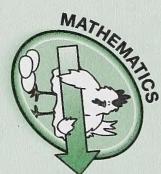
Put your work in the Art Folder.



Take something out of your Course Container.



Take out your Collections book.



Go to Grade Three Mathematics.



Go to the Phonics book.



Do a physical activity.



Use technology to help do a task.



Put your work in the Writing Folder.

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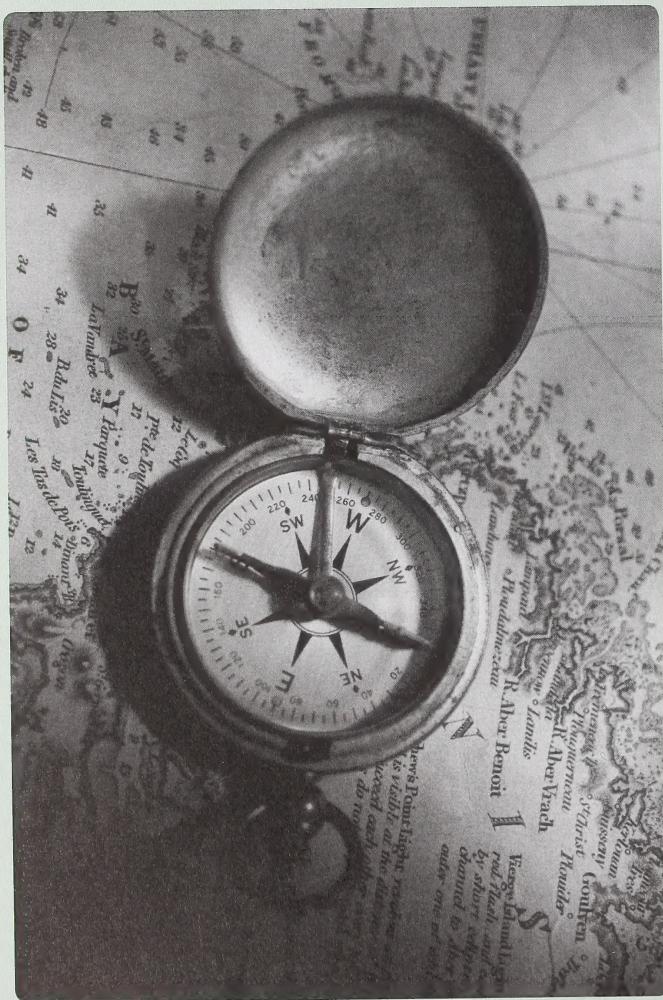
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Module Overview

In Module 8A you will learn more about how Europeans came to North America and settled. You will follow the footsteps of some groups of people who came to explore and live in the new land. Find out more about First Nations people and African Americans as you read, research, build, and imagine. You will share what you learn in a Footsteps Learning Log.

Are you ready for new challenges? It's time to step into a new adventure!

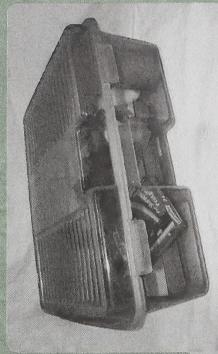


What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 8A, you will need

- Module 8A Student Module Booklet
- Module 8A Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Carving New Frontiers*
- *Grade Three Thematic Multimedia CD*
- Art Folder
- interlined notebook or paper for handwriting
- a binder or folder with lined and unlined paper
- a sheet of cardboard or plywood at least 40 cm x 30 cm
- materials to create moccasins (Student will choose.)
- clay or plastic pots, fertile soil, corn seed
- modelling clay
- a shoebox
- materials for building projects: cardboard, wooden craft sticks, plastic bags, brass fasteners, glue, string, newspaper, cloth, needle and thread, twigs

See the Home Instructor's Guide for more information.



Day 1

First Footprints



Can you imagine what North America may have been like thousands of years ago? Can you imagine how it would feel to be alone in a new area? What would it be like not to have fire or crops to grow? Today you will read a story about how a young Aboriginal man learned about making fire and growing corn. How would fire and corn change his life?

You will also work with maps and start to learn more about building and making things.

Turn the page and take your first step into the New World.

Getting Started

Close your eyes and imagine that you lived long ago, when there were fewer people in North America. What do you think it was like? What would you hear, see, smell, and feel? Tell your home instructor what you think.

In the poem that your home instructor read, you learned about groups of people who lived in what is now North America and those who came to the New World later.

1. Who were the first people who lived in North America?



Before the student begins the Day 1 activities, read aloud the poem found in the Home Instructor's Guide.

Discuss what North and South America would have been like long ago.

Carving New Frontiers



Take out *Carving New Frontiers*.

Look at your new book. Study the title and the picture on the cover. They give you clues about the selections that you will read.

Look at the clothing the people are wearing in the picture. Look at the car in the picture.

2. This illustration tells about the **future** **present** **past**.

Take out your dictionary. Find the word *frontier* in the dictionary.

3. Frontier means _____

The student will predict the meaning of the title *Carving New Frontiers*.

Think about the title of the book. Tell your home instructor what you think *Carving New Frontiers* means.

Glance through the book. Study the clothes, the vehicles, and the people's expressions.

The student will discuss which selections look most interesting or exciting.

What surprises you? What interests you? What excites you? Share your ideas with your home instructor.



I want to find out about Sojourner on Mars. What are you interested in most?

Find the following selections on the Contents page and write the title of each.

4. a legend about a First Nations man

5. a picture book story with a colour in its title

6. a pioneer story about a young girl who travelled in an oxcart

As you read the selections in this book, you will learn more about the adventures, discoveries, and inventions of many people. You will learn how new frontiers in the Americas, in science, and in space were explored.

You will continue checking your own work in the Student Module Booklet. You will find the Suggested Responses at the end of each day's lessons. When you are instructed to check your own work, turn to the Suggested Responses for the day you are working on. Be sure you have the correct question numbers.

You can put a check mark beside the correct answers. If you have an incorrect answer, try to figure out what you did wrong. Be sure to write the correct answer using a different colour of pen. Ask your home instructor to help you if you need assistance.

Turn to the Suggested Responses on page 27 and ask your home instructor to help you check your work.

Module 8A: The New World

Assist the student with locating the Suggested Responses and checking the completed work.

“How Two-Feather Was Saved from Loneliness”

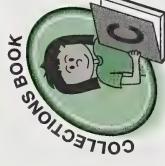
Legends are very old stories that may sometimes be partly based on fact. They are stories that have been passed down by storytellers through the years; but, as the stories of the events and people were told and retold, they were exaggerated and stretched until they were no longer entirely true. They are part of the history and tradition of many groups of people around the world. People may believe their legends to be true. The action in legends usually happens long ago in a recognizable time and place that is not make-believe. Sometimes the characters and happenings are supernatural.

North American Aboriginal legends have these special characteristics:

- They often explain natural events, conditions, or features of land and sky. Many tell how and why animals got certain characteristics.
- The characters may be human, animals that have personalities and can speak, or supernatural beings. The characters are sometimes tricksters. They may change form.
- There is a close relationship between humans and all other aspects of nature.

Abenaki: (ah'-buuh-nah-kee)
Aboriginal peoples who originally lived in the United States in Vermont, New Hampshire, and Maine. When European colonists came to this area, many Abenaki came to Canada and settled in Quebec, along the St. Lawrence River.

The legend that you will read today comes from the **Abenaki** people. The Abenaki are First Nations people who mostly live near the shores of the St. Lawrence River in southern Quebec and in the United States. Many Abenaki came to Canada from Vermont, New Hampshire, and Maine in the United States. They moved to Canada when the European colonists came.



Take out Carving New Frontiers.

Find "How Two-Feather Was Saved from Loneliness" on the Contents page.
Find the page number and turn to the first page of the story.

7. The author and illustrator of this legend is _____.

Imagine that you are exploring a new land all alone. It is wintertime and you have no food or fire. Your stomach growls from hunger and you shiver in the cold night air.



Now you are ready to read the first part of the legend about a man called Two-Feather.

Read page 31.

Answer the following questions in complete sentences.

8. Why didn't Two-Feather make a fire when he was cold?

9. Why did Two-Feather wander from place to place?

10. Why didn't Two-Feather talk to other people when he was lonely?

Read page 32 silently. Find out who Two-Feather meets.

11. Two-Feather meets _____.

The student will predict what will happen in the story based on the illustrations and the events from the first two pages.

You will finish reading this legend on Day 2.

Pantomime

Pantomime is a way of acting out a story through movements and facial expressions. No talking is allowed when you pantomime. You will have a chance to pantomime Two-Feather's actions in the story.

First, think about the things that Two-Feather did in the first two pages of the story.

12. Read the following list of actions and then put them in the correct order. Write **1** by the action Two-Feather did first, **2** by the second action, and so on.

____ At last, spring came and he knelt to drink from a rushing stream.

____ He tried again and again to reach the beautiful and elusive woman.

____ He drummed a song of love softly in the moonlight.

____ He wandered through a cold and lonely land.

____ He woke up startled at the sound of rustling leaves.

____ He cut bark and dug roots for food.

____ He noticed the lovely woman and reached out to touch her.

____ He curled up on a mossy bed to forget his loneliness.

Turn to the **Suggested Responses** on pages **27** and **28**, and ask your home instructor to help you check your work.

pantomime: the use of gestures and facial expressions without words, especially as an art performed by an actor
Pantomime is usually performed in an exaggerated style. It is also referred to as mime.

Assist the student with locating the Suggested Responses and checking the completed work.

The student will practise pantomiming the beginning of the story and will then act it out for you.



Now use the list of actions to pantomime the beginning of the story in the correct order.

Practise! Practise! Practise! Then surprise your home instructor by acting out the beginning of "How Two-Feather Was Saved from Loneliness."

Spelling

Refer to the Home Instructor's Guide for spelling words and procedures.

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.

I'm ready for my spelling pre-test.



Go to Assignment Booklet 8A.
Do Assignment 1: Spelling Pre-test.

Phonics

In Module 7 you learned seven rules to help you divide words into syllables. You will continue to learn about words and syllables in this module.

Rule 1: One-syllable words are not divided.

sail

Rule 2: Compound words are divided between the two smaller words.

baseball

Rule 3: Divide a word with a suffix between the suffix and the base word.

spoonful

Rule 4: Divide a word with a prefix between the prefix and the base word.

un|pack

Rule 5: When two or more consonants come between two vowels, the word is usually divided between the consonants.

pic|ture



Rule 6: In a word with a vcv pattern, the word is usually divided after the consonant if the first vowel is short.

lem|on

Rule 7: In a word with a vcv pattern, the word is usually divided before the consonant if the first vowel is long.

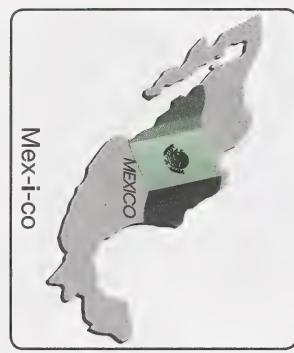
bro|ken

See the Home Instructor's Guide for instructions.

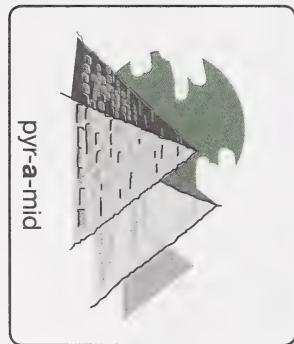
Sometimes vowels are sounded alone in words. Listen to the words that your home instructor says. Tell your home instructor which vowel is sounded alone.

Your home instructor will write the words on the chalkboard or whiteboard. Circle the vowel that is sounded alone.

When a vowel is sounded alone, it makes a syllable by itself. Say each word below.



Mex-i-co



pyr-a-mid



o-cean



Go to your Phonics book for more practice dividing words into syllables.
Do page 173.

Turn to the Suggested Responses on page 28 and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Use one of the drums that you made in Module 6. Pretend you are Two-Feather. Make up a song and dance that Two-Feather may have sung for the lovely woman. Play the song on the drum and move to the beat.

Assist the student with locating the Suggested Responses and checking the completed work.

If the student does not have one of the drums from Module 6, a coffee can, empty pot, or other hollow object can be used as a drum. The student will also need a drum for an activity on Day 3.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Canadian Footsteps

Earlier today you learned that when the Abenaki people came to Canada from the United States, they settled in southern Quebec, near the St. Lawrence River. The legend about Two-Feather may explain how they came to settle there. The land along the river was good for growing corn.

Take out your atlas. Find a map of Canada. Look for the St. Lawrence River.

13. The St. Lawrence River begins in the Gulf of St. Lawrence and runs into

Lake _____.

14. The Gulf of St. Lawrence is part of the _____ Ocean.

15. Today the St. Lawrence River runs through the provinces of _____ and _____.

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the **Suggested Responses** on page 29 and ask your home instructor to help you check your work.



Footsteps Learning Log

As you read, research, and discuss, you will create a Footsteps Learning Log to record some of the things that you discover.



Take out a binder or folder. You will also need a sheet of unlined paper and several sheets of lined paper.

Today you will make a title page for your Footsteps Learning Log.

Your home instructor will reread the poem you listened to earlier today. Close your eyes and listen to the poem. Use your imagination to create pictures in your mind as you listen.

At the top of the unlined paper, write the title Footsteps Learning Log in large letters. You can decorate the letters or use fancy printing if you like.

Under the title, draw one or more images from the poem. Colour your drawing with your favourite colours. This will be the title page for your Footsteps Learning Log. Put your drawing and several lined pages into the binder or folder.



Put your Footsteps Learning Log in your Writing Folder.

Footsteps Learning Log

Reread the introductory poem from the Home Instructor's Guide.

design: make a first sketch or outline; figure out how a thing will work or what it will look like



Building Things

In Module 3 you had fun building structures and testing your materials and designs. Over the next few weeks, you will have a chance to **design**, build, and test many different kinds of objects. As you work with a variety of materials, you will find out how to choose the correct tools and fasteners for the job.

Two-Feather's Drum

In the legend that you read today, Two-Feather made a drum to share his thoughts of love.

What do you know about drums?

You probably remember that drums are one of the oldest musical instruments. You made several different drums in Module 6. Use your knowledge of drums to answer the following questions.



16. Drums are usually shaped like a

cone **sphere** **cylinder**

17. The inside of a drum is

filled with water **hollow** **filled with sand**

18. A drumhead may be made of

cement **Plasticine** **a sheet of flexible plastic or rubber**

19. The drumhead may be attached to the frame with

tape **nails** **a rubber band**

You know that Two-Feather was wandering through the woods alone. What kind of materials do you think he used to make his drum?

20. For the hollow frame of the drum, he may have used _____

21. For the drumhead, he may have used _____

22. To attach the drumhead, he may have used _____

23. One tool he may have used is _____



Discuss what materials may have been available in the woods. What materials could be used for the hollow frame, the drumhead, and the fasteners? What tools would Two-Feather need?

24. If you were building a new drum, would you use the same materials that Two-Feather used? Why or why not?

25. What materials would you probably use to make a drum?

26. What tools would you use to make a drum?

purpose: the reason for doing, using, or making something; a goal

When you are constructing any object, you need to select materials that are available. The object must be strong and stable. You must choose the materials and tools that will work best for the **purpose** you have in mind.

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on pages 29 and 30, and ask your home instructor to help you check your work.

Story Time

If possible, read a First Nations story, such as *Keepers of the Earth* by Michael J. Caduto and Joseph Bruchac.

Find a favourite spot and relax. If your home instructor is reading a legend, travel back in time and enjoy a tale from long, long ago.

Looking Back

Today you started a new module and a new book. Which stories are you most looking forward to reading?



You learned a little about the Abenaki people and thought about how drums are made. Do you enjoy learning about Canada's past? Do you enjoy building things?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

Abenaki: (ah'-buh-nah-kee) Aboriginal people who originally lived in the United States in Vermont, New Hampshire, and Maine
When European colonists came to this area, many Abenaki came to Canada and settled in Quebec, along the St. Lawrence River.

design: make a first sketch or outline; figure out how a thing will work or what it will look like

frontier: the edge of settled country, where the wild or unknown part begins

pantomime: the use of gestures and facial expression without words, especially as an art performed by an actor
Pantomime is usually performed in an exaggerated style. It is also referred to as mime.

purpose: the reason for doing, using, or making something; a goal

Suggested Responses

1. The people who were the first to live in North America come from many different groups, or First Nations. They are also known as indigenous or aboriginal, and they include people who are Cree, Mi'kmaq, and Inuit, as well as many other cultures.
2. This illustration tells about the past.
3. Frontier means the edge of settled country, where the wild or unknown part begins. Of course, frontiers are not always the same to different people. A place that is wild or unknown to one person may be completely familiar and home to another.
4. “How Two-Feather Was Saved from Loneliness”
5. “Marisol and the Yellow Messenger”
6. “Petranella”
7. The author and illustrator of this legend is C. J. Taylor.
8. Two-Feather didn't make a fire because no one knew how to make fire.
9. Two-Feather was searching for food.
10. Two-Feather didn't talk to other people because there were no other people in the land nearby.

11. Two-Feather meets a lovely woman.

12. 3 At last, spring came and he knelt to drink from a rushing stream.
- 7 He tried again and again to reach the beautiful and elusive woman.
- 8 He drummed a song of love softly in the moonlight.
- 1 He wandered through a cold and lonely land.
- 5 He woke up startled at the sound of rustling leaves.
- 2 He cut bark and dug roots for food.
- 6 He noticed the lovely woman and reached out to touch her.
- 4 He curled up on a mossy bed to forget his loneliness.

Phonics

Page 173

1. mag@zine	mag-a-zine	2. @open	o-pen
3. @uniform	u-ni-form	4. dis@agree	dis-a-gree
5. @head	a-head	6. Can@da	Can-a-da
7. @nit	u-nit	8. tel@phone	tel-e-phone
9. dis@bey	dis-o-bey	10. @live	a-live
11. @cean	o-cean	12. @lectric	e-lec-tric
13. @against	a-against	14. doc@ument	doc-u-ment
15. gas@line	gas-o-line	16. Mex@co	Mex-i-co
17. @ternal	e-ter-nal	18. mon@ument	mon-u-ment
19. @dour	o-dor	20. @go	a-go

How many words from the list were you able to use in your paragraph about a place you'd like to visit?

13. The St. Lawrence River begins in the Gulf of St. Lawrence and runs into Lake Ontario.
14. The Gulf of St. Lawrence is part of the Atlantic Ocean.
15. Today the St. Lawrence River runs through the provinces of Quebec and Ontario.
16. Drums are usually shaped like a cylinder.
17. The inside of a drum is hollow.
18. A drumhead may be made of a sheet of flexible plastic or rubber.
19. The drumhead may be attached to the frame with tape, nails, or a rubber band. You should have circled all of the choices.
20. to 26. Answers may vary. You should have listed materials that could be found in a forest. The following are some possible answers. Did you think of others?
20. For the hollow frame of the drum, he may have used tree bark bent into a cylinder shape or a hollow log.
21. For the drumhead, he may have used tree bark or skin from an animal.
22. To attach the drumhead, he may have used a strong reed, a flexible twig, or a strip of leather or animal skin.

23. One tool he may have used is a sharp stone, a stone axe, or a bone knife.

24. You would probably choose different materials because the variety of materials available in your home is different from those found in the woods.

25. A coffee can or other tin can, a cardboard cylinder, or a plastic container could be used for the frame. A balloon, a sheet of flexible plastic, or leather could be used for the drumhead. The drumhead could be attached with a rubber band, string, yarn, or staples.

26. You might use scissors, a knife, or a stapler.

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Day 2

Soft, Seeking Footsteps

Are you ready to finish reading the legend about Two-Feather? You will find out how his soft, seeking footsteps led him to a new area. In today's activities you will discover some information about how the Abenaki and other groups settled in Canada.

You will have a chance to think about your family's footsteps into Canada.



Getting Started

Read the first verse from the poem you listened to yesterday.

Footsteps in the New World

The New World . . . vast, rich with resources, bursting with opportunity, welcoming
First there were the soft, indigenous footsteps of the Aboriginal families and groups
Gathering, hunting, and growing corn.

Discuss the questions with your student. See the Home Instructor's Guide for possible answers to these questions.

Why do you think Two-Feather and other Aboriginal people walked with soft footsteps? What type of shoes did they wear? What were they seeking?
Discuss these questions with your home instructor.



“How Two-Feather Was Saved from Loneliness”

You know that all stories have settings and characters.

1. The setting of a story tells _____.
2. The characters of a story are the _____.

3. In the ovals below, tell about the setting and characters that you met in the beginning of the story “How Two-Feather Was Saved from Loneliness.”

Setting

Characters

Retell the first part of the legend to your home instructor. Don't worry if it changes just a little as you retell it.

The student will retell the beginning of the legend “How Two-Feather Was Saved from Loneliness.”



Take out *Carving New Frontiers*.

Find “How Two-Feather Was Saved from Loneliness.” Turn to page 33.

Two-Feather follows the lovely woman over mountains, through forests, and across streams.

Read page 33.

Choose the best answer for the following questions.

4. What type of journey do you think it was?

- short and easy
- lonely and sad
- long and difficult

5. What do you think will happen when Two-Feather rubs the sticks together over the pile of dry grass?

- It will rain.
- Animals will come out of the forest.
- It will start a fire.

Read page 34 to find out what happened next.

6. What did the lovely woman ask Two-Feather to do after the fire died down?

- gather more grass and twigs
- pull her over the burned ground
- build a house

7. Why was he afraid to do what the woman asked?

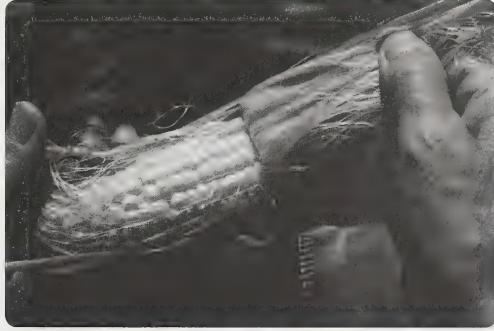
- He was afraid of the fire.
- He was scared that he would hurt her.
- He was afraid of the animals in the meadow.



Read page 35.

8. Where Two-Feather pulled the woman

- corn grew
- grass grew
- a forest grew



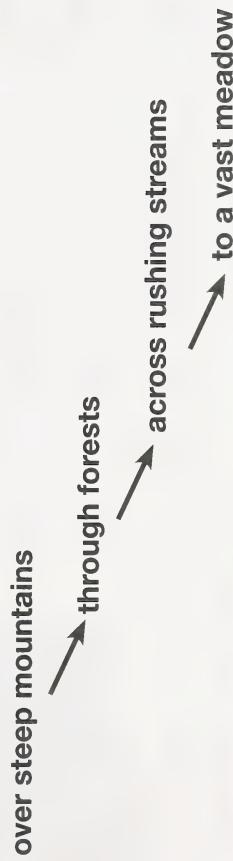
The woman showed Two-Feather how to prepare the land and how to plant the corn seeds. Learning how to grow corn helped Two-Feather and the other people. They no longer had to wander in search of food. They could stay in one place.

Turn to the Suggested Responses on pages 45 and 46, and ask your home instructor to help you check your work.

9. Choose one of the following three activities.

Activity 1: Two-Feather's Journey

Imagine Two-Feather's trip. Think about the order of his journey.



Assist the student with locating the Suggested Responses and checking the completed work.



Take out a sheet of unlined paper.

Make a story map that shows Two-Feather's journey. Draw the mountains, forests, streams, and meadow. Use a dotted line to show the path Two-Feather took. Be sure to draw Two-Feather and the lovely woman too.

Activity 2: Making a Fire

Making a fire is a dangerous task and must be done very carefully. Perhaps an adult has shown you how to do it in a safe way. How would you make a camp fire? Imagine yourself making a fire. Tell the steps that you would use to make a campfire.

Step 1: _____

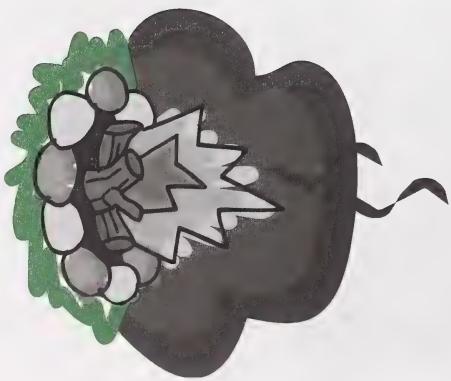
Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____



Two-Feather didn't know how to make a fire until he was shown how. Read the last paragraph on page 33. Write the steps that he followed.

Step 1: _____

Step 2: _____

How are your steps different from Two-Feather's?

Activity 3: Growing Corn

Think about how Two-Feather learned to grow corn. Tell what you would do to grow corn in your garden. Complete the following table with the steps you would follow.

Land Is Prepared
Seeds Are Planted
Green Shoots Sprout
Corn Ripens

Turn to the Suggested Responses on pages 47 to 49, and ask your home instructor to help you check your work.

Spelling

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose four challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Find your Spelling Pre-test from Day 1, Assignment 1. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose four challenge words. Write them too.



Take out your Writing Dictionary.

Write all the spelling words from Assignment 1: Spelling Pre-test in your Writing Dictionary. The words are

poem
showed
starting
only

lightly
somewhere
footsteps
pioneer

Put each word on the page with its beginning letter.
Add your challenge words to the Writing Dictionary too.

Use your Writing Dictionary to help you spell words when you write.

Phonics

On Day 1 you learned that when a vowel is sounded alone, it forms a syllable by itself.

10. Read each of the words below. Circle the vowel that is sounded by itself.

open **magazine** **telephone** **Canada** **item**



Go to your Phonics book for more practice dividing words into syllables.
Do page 174.

Turn to the Suggested Responses on page 49 and ask your home instructor to help you check your work.



See the Home Instructor's Guide for instructions.

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



How many different ways can you walk? Can you walk softly? Can you walk silently? Your home instructor will give you some ideas.



Go to Grade Three Mathematics.



Soft Footsteps in the New World

You have already learned that the first people to live in North America were First Nations peoples. You studied an Iroquois legend that told how the Iroquois Nations learned to live peacefully. You learned that there are six main groups that make up the Iroquois Nations, each with their own customs and language.

First Nations people also have many beliefs in common. For centuries they have believed that the land must be shared with all creatures. Traditionally, they did not believe that they owned the land, but they had a responsibility to be keepers of the land. First Nations people believe that they must walk softly on the land and use the resources of the Earth wisely.

Some First Nations peoples, like the Cree, traditionally moved from place to place in search of food. Others, like the Abenaki and Iroquois, built homes in one place.



Take out a sheet of unlined paper.

Draw a picture of the Abenaki homes. Check page 35 in *Carving New Frontiers* for ideas.

Your Family's Footsteps

Do you know where your ancestors came from?
Were your ancestors First Nations people?

Did your ancestors move to Canada from another country? If so, where did they live before they came to Canada?

Get help from your parents or grandparents if you're not sure.

My ancestors came from _____.

Help the student locate the continent and discuss the approximate location of the country of origin. The student may locate more than one country of origin if necessary. Help a First Nations student locate the area or areas in Canada where his or her ancestors lived.

Their footsteps were probably

- sad and lonely
- determined and proud
- strong and excited
- curious and quick



Their first home was probably

- a teepee
- a sod hut
- a log cabin
- a longhouse



longhouse: a long, one-room dwelling of certain First Nations peoples, especially the Iroquois, in which several families of a community lived together

What language, or languages, did your ancestors speak? _____

Discuss your answers with your home instructor.

Footsteps Learning Log

Turn to the second page in your Footsteps Learning Log.

Write The Footsteps of My Ancestors at the top of the page. Then write at least three sentences to tell about your ancestors. Tell where they came from, how they got to Canada or where in Canada they first lived, and any other information that you found out.

Do your best printing and proofread your sentences when you are done.



Put your Footsteps Learning Log back into your Writing Folder.

If you have found other First Nations legends, read one today.

Story Time

Find a comfortable spot. Are you going to listen to another First Nations legend?

Looking Back

What a busy day! Do you feel as if you travelled the long journey with Two-Feather? Are you tired or excited?
What was your favourite activity today?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

longhouse: a long, one-room dwelling of certain First Nations peoples, especially the Iroquois, in which several families of a community lived together

Suggested Responses

1. The setting of a story tells where and when the story takes place.
2. The characters of a story are the people, animals, or imaginary creatures that the story tells about.

3. **Setting**

in a forest long ago,
winter,
a lake, mountains, spring,
a meadow

Characters

Two-Feather
a lovely woman

4. What type of journey do you think it was?

- short and easy
- lonely and sad
- long and difficult

5. What do you think will happen when Two-Feather rubs the sticks together over the pile of dry grass?

- It will rain.
- Animals will come out of the forest.
- It will start a fire.

6. What did the lovely woman ask Two-Feather to do after the fire died down?

- gather more grass and twigs
- pull her over the burned ground
- build a house

7. Why was he afraid to do what the woman asked?

- He was afraid of the fire.
- He was scared that he would hurt her.
- He was afraid of the animals in the meadow.

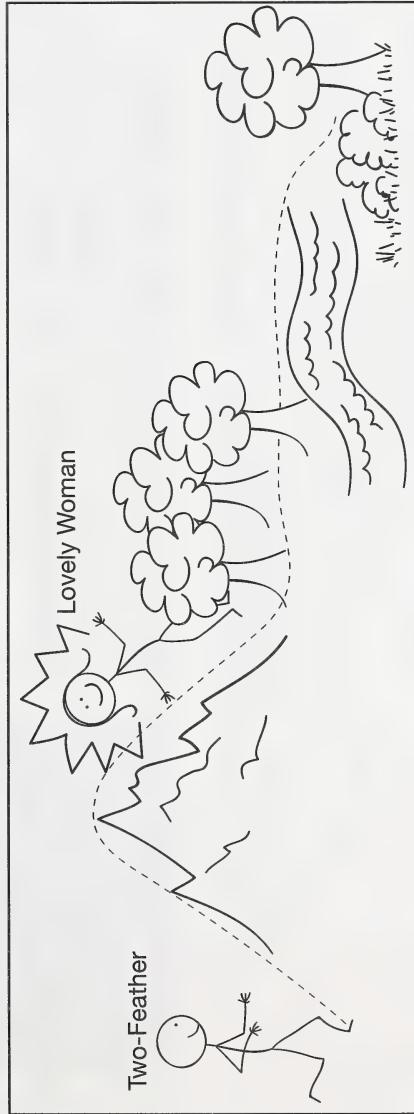
8. Where Two-Feather pulled the woman

- corn grew
- grass grew
- a forest grew

9. Find the activity you chose to complete and compare your work with the suggested responses below.

Activity 1: Two-Feather's Journey

You should have drawn a story map with mountains, forests, streams, and meadows. A dotted line should show Two-Feather's path. The map should show Two-Feather and the lovely woman. Your story map may look something like the one below.



Activity 2: Making a Fire

Your steps may be similar to the following:

Step 1: Be sure water or sand is nearby to douse the fire if necessary.

Step 2: Gather wood.

Step 3: With the help of an adult, chop wood into pieces.

Step 4: Scrunch pieces of newspaper and place them on a secure spot on the ground.

Step 5: Pile small pieces of wood or dry twigs on top of the newspaper.

Step 6: With the help of an adult, use a match to start the paper on fire.
Add larger pieces of wood after the twigs are burning well.

Two-Feather's steps may be described in the following way:

Step 1: Gather dry grass in a pile.

Step 2: Take two sticks and rub them together.

Your steps are different because you could use materials such as matches and paper to start your fire. Two-Feather would not have these materials.

Activity 3: Growing Corn

Answers may vary. Your answers should give a reasonable outline of the process.

Land Is Prepared	Till the soil with a garden tractor or turn it over with a spade. Add natural fertilizer or compost to the soil.
Seeds Are Planted	Plant each seed about 2 cm deep in the soil.
Green Shoots Sprout	Water the green shoots.
Corn Ripens	Pick the ears of corn when the corn silk turns dark.

10. @pen mag@zine tel@phone Can@da @item

Phonics

Page 174

1. Mexico	2. ocean	3. open	4. items	5. magazine
6. pyramid	7. ago	8. uniform	9. ahead	10. again
11. Mex-i-co	12. o-cean	13. o-open	14. i-items	15. mag-a-zine
16. pyr-a-mid	17. a-go	18. un-i-form	19. a-head	20. a-gain

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Day 3 A Golden Gift

Today you will plant some seeds. Day by day you will watch them grow. You will also write a story and learn how to make a new kind of map.

Are you ready for a busy day filled with exciting learning activities?



Getting Started

Read the riddle below. Guess what kind of seed you will plant today.

My silky hair dances in the wind.
I have ears, but I can't hear.
When I'm spelled backwards, I'm called NROC.

1. I am _____.

“How Two-Feather Was Saved from Loneliness”

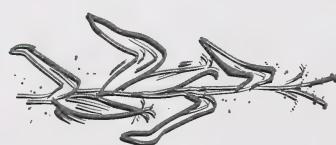


Take out *Carving New Frontiers*.

You learned that legends are stories from the past that often explain something. Some may be partly based on true information.

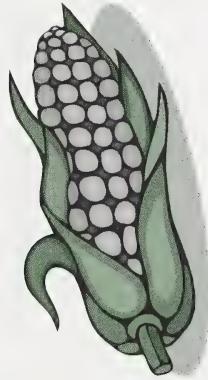
Reread page 35 of “How Two-Feather Was Saved from Loneliness.” As you read, think about why the discovery of corn changed the lives of the Abenaki people.

2. Corn was important to the Abenaki because _____.



No one knows exactly when the Abenaki learned to grow the corn plant. Archaeological evidence proves that First Nations people planted corn in sunny plains near the banks of rivers and built villages near the fields. It also shows that they prepared the fields for planting by cutting down large trees and burning the undergrowth. Sometimes they enriched the soil by placing a small piece of fish next to each seed.

Abenaki and other First Nations groups grew a variety of corn called **maize**. In the fall, when the soft, green corn silk atop each ear of corn turned brown, they harvested the cobs. They separated the seeds from the cob, ground some seeds into cornmeal, and saved the rest for spring planting.



maize: a cereal that was developed by First Nations people in the Americas. In Canada, the United States, and Australia, it is now called corn.

The area near the St. Lawrence River was well-suited for growing corn. It was warm in the summer and there was fertile soil and plenty of water nearby.

Turn to the Suggested Responses on page 65 and ask your home instructor to help you check your work.

Popcorn

The legend you read tells how the Abenaki learned about fire and corn. Corn was an important food source for many Aboriginal groups in North America.

Popcorn is a very popular snack food today. Have you ever wondered about where popcorn came from and why it pops? Today you will try to answer some questions about popcorn.

To help motivate your student, you may want to pop some popcorn together. Discuss the fact that when heat is applied to the dried corn kernels, the corn pops into popcorn.

Use the Internet, an encyclopedia program, or books to answer the following questions. Remember to list the sources of your information. For a book, tell the title and author; for an encyclopedia, give the title; and, for a website, give the name of the website and its address or URL.

Who first used popcorn?

Where and when was popcorn first used?

Why does popcorn pop?



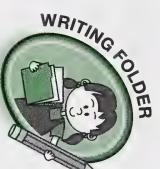
What is the nutritional value of popcorn?

What are some uses of popcorn?

List the sources you used for your information.

Use the answers to at least three of the questions to write a report about popcorn. You can use a word-processing program to compose the report or write the report on lined paper.

Begin by writing a topic sentence as an introduction for your report. It should state the topic, which is popcorn, and it should say something interesting about popcorn. Be sure your report has a conclusion or ending as well.



Put your report into your Writing Folder or save it on your computer.
You will edit it and rewrite it another day.

Spelling

Look back to the Day 2 spelling activity. Look at each word on the list. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your Spelling Pre-test.

Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.



Write your sentences on the following lines.

Read the sentences to your home instructor when you are finished.

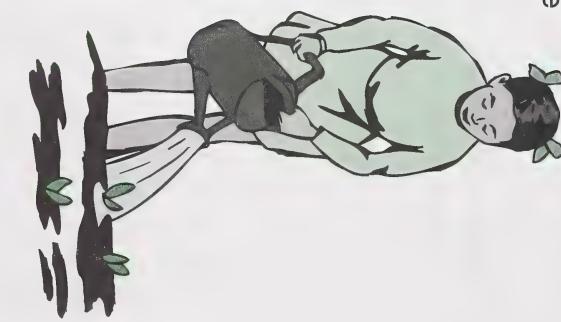
Go to Grade Three Mathematics.





Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Do you remember pantomiming Two-Feather's journey? Have some more fun pantomiming today.

Try pantomiming the actions listed below. See if your home instructor or another audience member can guess what you are doing. **Hint:** Tell them the actions all have to do with corn.

- planting seeds
- hoeing
- watering plants
- picking corn cobs
- pounding corn into cornmeal
- cooking cornmeal porridge
- roasting a cob of corn
- eating a cob of corn
- making popcorn
- watching a movie and eating popcorn
- starting a campfire

Planting Time

Read the poem below.

Seed

Buttery yellow promise!
Sprouts from the earth's embrace,
Silk dances in summer breeze!
Maize!



3. Maize is another name for _____.

4. The poem tells about growing _____.

You've watched your language learning grow. Now you can plant corn seeds and watch them grow!

Pretend you are an Abenaki farmer. You've saved the seeds of the plants that produced the largest ears of corn. The Abenaki planted their seeds in the most **fertile** soil they could find. Sometimes they added fish to improve the soil.

Gather the things that you will need. They are

- corn seeds (not popcorn seeds)
- small clay or plastic pots
- fertile soil
- ruler

5. The best type of soil for growing plants is

clay humus sand

6. My soil is mostly _____.

I chose it because _____.

The pots you use should have drainage holes.

7. Pots need drainage holes because _____.

Assist the student with locating the
Suggested Responses and checking
the completed work.

**Turn to the Suggested Responses on pages 65 and 66, and ask your home
instructor to help you check your work.**



Use the following steps to plant your corn seeds:

- Place pebbles or bits of a broken pot in the bottom of each pot. Fill the rest of the pot with soil.
- Press three seeds gently into each pot. Plant the seeds about 4 cm into the soil and space them about 3 to 5 cm apart. Use a ruler to measure.
- Water thoroughly.
- Put the pots on a tray and place the tray in a sunny place. Corn needs a lot of sunlight.
- If the weather is warm, find a spot outside. If the weather is cold, find a spot near a south-facing window of your home.
- Check the corn pots every day to make sure they have enough water and sunlight.
- You can transplant the corn plants into your garden later. Plant them in three or four short rows.

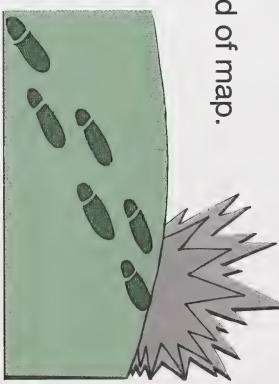


A Different Kind of Map

You learned that the Abenaki lived in the United States in what are today known as Vermont, New Hampshire, and Maine and that some of them moved into Canada to southern Quebec, along the St. Lawrence River. The borders between countries, provinces, and states that exist today did not exist then. The First Nations people could move freely throughout their area.

You will show the Abenaki footsteps on a different kind of map.

If you are aware of any three-dimensional relief maps nearby, allow the student to view one. If you can recall a three-dimensional relief map that the student has seen recently, discuss it. Such relief maps are sometimes found in museums, tourist facilities, or schools.



Take out your atlas. Also gather the following materials:

- modelling clay
- a sturdy piece of cardboard or plywood (at least 40 cm x 30 cm)
- white glue or tape

Use the following steps to create your relief map:

- Find the Continent Map: North America and the Footprints and Oceans page in the Appendix of this Student Module Booklet. Remove the pages carefully.

- Place the map on the cardboard or plywood base.

- When the continent is in the correct place, glue or tape it to the cardboard or plywood.

- Warm the modelling clay in your hands until it is very soft. Cover North America with a very thin layer of modelling clay. Do not use blue modelling clay. You will need it to show the oceans.

- Look in your atlas for a map of North America that shows the mountains. Find the Rocky Mountains and the Appalachian Mountains. Look at the mountains in Mexico and Central America too.

- Add a bit more modelling clay to your map in the areas where there are mountains. Pinch bits of modelling clay up to form tiny mountain shapes.

Abenaki Footsteps

Now you will show the Abenaki footsteps on your map. Use the atlas to help you.

Cut out two footprints that you removed from the Appendix. Press the first footprint into the modelling clay in the United States in the area of Maine, Vermont, and New Hampshire.

Press another footprint into the modelling clay near the St. Lawrence River in Quebec.

Put your map where others can see it.



Story Time

Find a comfortable spot. What are you listening to today?

Looking Back

You followed many directions in today's activities. Do you think that you are getting better at following directions? Did you have any trouble planting your corn or working on the map?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

fertile: good for growing

maize: a cereal that was developed by First Nations people in the Americas. In Canada, the United States, and Australia, it is now called corn.

relief map: a map that shows differences in height, either three dimensionally or by using contour lines, shading, or colours

Suggested Responses

1. I am corn.
2. Corn was important to the Abenaki because when they began to grow corn, they no longer had to travel all the time to find food. They could build permanent homes and villages.
3. Maize is another name for corn.
4. The poem tells about growing corn.
5. The best type of soil for growing plants is humus.
6. You should have examined the soil that has been gathered and noted the type of soil. You should also have explained why you chose this soil. For example, you may have chosen garden soil because it grows a good garden.

7. Pots need drainage holes because too much water is not good for plants.

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Day 4

Moccasins and More

Over the past three days, you have learned about the Abenaki people. You will take one last look at the Abenaki legend. Today you will also discover some information about another First Nation—the Cree.

Do you know what moccasins are? Have you ever had a pair? You will have a chance to design, choose materials, and plan how to create a pair today.

Step forward and get started!



Getting Started

First Nations people made food, clothing, and shelter from the materials that were available. Wild animals, such as deer, moose, buffalo, elk, and caribou, were plentiful. These animals were hunted by First Nations people. They provided meat for food. They also provided skins for clothing and shelters, bones for needles and other tools, and sinew for laces. All parts of the animals were used and nothing was wasted.

Read the short poem about Two-Feather below.

Soft, buckskin footsteps
Tired feet striding
Searching for a home

buckskin: a kind of strong, soft, yellowish leather made from the skins of deer or sheep

Buckskin is the soft, strong leather that is made from the skins of deer or other animals.

1. Traditionally, First Nations people used buckskin to make _____.
2. Why does Two-Feather walk with soft footsteps?





Take out *Carving New Frontiers*.

Turn to page 35. Read about the author, C. J. Taylor.

3. She was born and raised in **United States** **Canada**.
4. Her father was **Mohawk** **European** **Abenaki**.

Turn to the Suggested Responses on page 79 and ask your home instructor to help you check your work.

Footsteps Learning Log

You have learned many things about the Abenaki people.

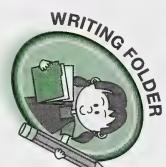


Take out your Footsteps Learning Log.

On the third page, write The Abenaki at the top of the page.

Write at least three things that you learned about the Abenaki people. Look through the information from Day 1 and Day 2 if you need to. Add an illustration as well.

If you like, you can do additional research and find out even more.



Put your Footsteps Learning Log back in your Writing Folder when you are done.

Phonics

See the Home Instructor's Guide for instructions.

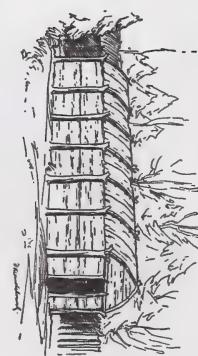
Your home instructor will say some words for you. Think about how many vowels you hear in each word. Tell your home instructor how many syllables each word has. Remember, you will hear one vowel sound for each syllable.



Go to your Phonics book for more practice dividing words into syllables.
Do pages 175 and 176.

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the **Suggested Responses** on pages 79 and 80, and ask your home instructor to help you check your work.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Cree People

Cree: a large First Nation group spread across Canada and sharing language and customs

dialect: a form of a language that is spoken in a certain place
For example, although people in Australia speak English, it sounds different from Canadian English. Some words may also be different.

Are you Cree? Do you know anyone who is Cree? The Cree are another First Nation that have lived in Canada since long ago. The Cree are Canada's largest First Nation group, with about 200 000 registered members and over one hundred different bands. Cree history is very difficult to summarize because Cree bands spanned such a large territory, ranging from the Rocky Mountains in the west all the way to Hudson Bay and James Bay. Their story is varied and complex. There are over forty bands in Alberta alone.

Because the Cree ranged over such a vast area, they spoke different **dialects** in different areas.

teepee: a cone-shaped tent made of animal skins (later, canvas) over a frame of wooden poles
Teepees were first used by some First Nations peoples of North America.

Long ago, the life of the Cree was quite different from that of the Abenaki. The Cree did not grow corn. They relied on animals and wild plants for their food. In order to find food, the Cree moved often, so they built portable homes. Animal hides and wooden poles were used to build cone-shaped tents or **teepees**.





Take out a piece of unlined paper and drawing materials.

Have you ever seen a teepee before? Have you ever been inside one? Draw a picture of a teepee. Put your picture up where others can see it.

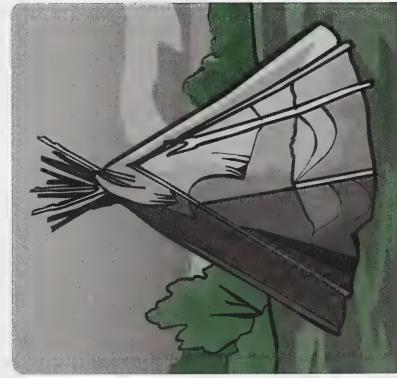
Now it's your turn to find out some facts about the Cree. Use non-fiction books, an encyclopedia, the Internet, non-fiction articles, a trip to a cultural centre or museum, or speak to an Elder to find out more about Cree people. Use at least two different sources.

If you have access to Cree Elders or leaders, your student may want to conduct interviews.

You may wish to take the student to a library and teach him or her how to use electronic catalogues or card catalogues to find resources.

Remind the student that making notes means writing a few words that will remind him or her about the information. Notes can be written in point form. The student should not use complete sentences copied directly from the source.

Also remind the student to think about whether the information actually tells a fact about Cree people.



Write notes to remind you of at least three new things that you learned.

• _____

• _____

• _____

Write the titles of the books, websites, or articles that you used.



Moccasins

The Abenaki made soft-soled **moccasins** from single pieces of animal hide. Did you learn anything about the traditional clothing that the Cree people wear?



moccasin: a style of soft shoe with the sides and bottom made from one piece of leather
Moccasins are the traditional footwear of many First Nations and Native American peoples

Many of the Cree and other First Nations from the plains made double-soled moccasins or hard-soled moccasins. They sewed the soft upper part of the moccasin to a stiffer bottom sole.

Cree moccasins were traditionally decorated with porcupine quills. Later, the Cree traded with the Europeans for glass beads. Beads have been used to decorate moccasins and clothing ever since.

- Both the Abenaki and Cree traditionally use _____ to make moccasins.

Turn to the Suggested Responses on page 80 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

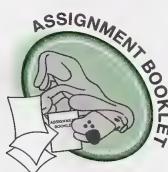
An excellent resource for information about moccasins is the Canadian Museum of Civilization at <http://www.civilization.ca>. Assist the student with locating moccasins on this website.

Now you will have a chance to plan and design your own moccasins. You may wish to do some more research about moccasins in books, encyclopedias, or on the Internet before you begin. You probably don't have buckskin in your home. Think about some other materials that you could use to create moccasins. It needs to be strong but flexible. You will also need some material to make ties for your moccasins.

Look around your home. Gather some materials that you could use to make moccasins.

When you are constructing something, you need a design and a plan. Think carefully about how you will design your moccasins. How will you make sure they are the right size? How will you join the parts? How will you tie them? How will you decorate them? What tools will you need?

You will illustrate your design in the Assignment Booklet. You will also write about your materials and your plan in the Assignment Booklet.



Go to Assignment Booklet 8A. Do Assignment 2: Design and Plan.



Story Time

Find a comfortable spot. Listen to the story.

Looking Back

Did you find lots of facts about Cree people?

Do you think your moccasin design will work?
What problems do you think you might have?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

buckskin: a kind of strong, soft, yellowish leather made from the skins of deer or sheep

Cree: a large First Nation group spread across Canada and sharing language and customs

dialect: a form of a language that is spoken in a certain place

For example, although people in Australia speak English, it sounds different from Canadian English. Some words may also be different.

moccasins: a style of soft shoe with the sides and bottom made from one piece of leather

Moccasins are the traditional footwear of many First Nations and Native American peoples.

teepee: a cone-shaped tent made of animal skins (later, canvas) over a frame of wooden poles

Teepees were first used by some First Nations peoples of North America.

Suggested Responses

1. Traditionally, First Nations people used buckskin to make shoes, moccasins, clothing, and shelter.
2. He is probably wearing buckskin moccasin shoes.
3. She was born and raised in Canada.
4. Her father was Mohawk.

Phonics

Page 175

1. gi-ant
2. qui-et
3. ro-de-o
4. ra-di-a-tor
5. grad-u-ate
6. di-al
7. us-u-al
8. sci-ence
9. po-em
10. ra-di-o
11. li-on
12. di-ét
13. ru-in
14. cru-el
15. pi-o-neer
16. po-et
17. cre-ate
18. i-de-a
19. grad-u-al
20. o-ri-ole

You should also have written two sentences that contain several of the words from the list.

Phonics

Page 176

1. ra-di-o	9. li-on	17. O-hi-o	25. the-a-ter
2. pi-an-o	10. vi-o-lin	18. sci-ence	26. pi-o-neer
3. di-et	11. vi-o-let	19. i-de-a	27. hy-e-na
4. di-a-per	12. gi-ant	20. de-ni-al	28. cel-e-brate
5. qui-et	13. guard-i-an	21. ra-di-a-tor	29. re-a-lize
6. cru-el	14. cre-ate	22. flu-id	30. an-nu-al
7. grad-u-ate	15. ro-de-o	23. ru-in	31. di-al
8. po-em	16. dan-de-li-on	24. tri-al	32. vi-o-lent

5. Both the Abenaki and Cree traditionally use buckskin or animal skins to make moccasins.

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Day 5

A Trickster Tale

You have learned that many cultures have tales about a trickster character. Today you will have fun watching a story about a rabbit and a Cree trickster. You will also learn a few words from the Cree language.

Get ready to use your plan to make a pair of moccasins.



Getting Started

Many folk tales use a trickster character to teach a lesson. Some trickster characters are animals and some are human. Can you remember the names of some of the tricksters that you have met in stories this year?

1. A trickster in West African tales is a spider named

Anansi

Nanabush

Fox

2. The Ojibway trickster is named

Anansi

Nanabush

Fox

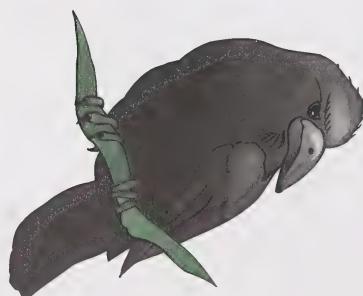
The Haida people of the west coast of Canada have a trickster character named Raven.

The Cree people also tell stories about a trickster character. He is named Wesakechak.

Wesakechak is a trickster character in traditional Cree stories. Alternative spellings include Wesakejack and Wesakechuk.

“Why the Rabbit Turns White”

You know that most cultures have ancient stories that are told and retold aloud. These stories were often used to teach young people lessons about life. Many of these tales help explain something that happens in nature.



3. A story that explains something in nature is called a

fairy tale biography pourquoi tale

Turn to the Suggested Responses on page 94 and ask your home instructor to help you check your work.



Take out your *Grade Three Thematic Multimedia CD*.



You will need a DVD player or a computer with a CD drive. Find the selection called “Why the Rabbit Turns White.”¹ As you watch the short video, think about the following things:

- What are the main events in the story?
- What lesson does this story teach?
- What type of artwork is used to illustrate the story?

When you have finished watching the selection, retell the story to your home instructor. Tell your home instructor what lesson the story teaches.



Go to Assignment Booklet 8A. Do Assignment 3: “Why the Rabbit Turns White.”

Assist the student with locating the Suggested Responses and checking the completed work.

The student may watch the video again if he or she has difficulty with Assignment 3.

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The Cree Language



Did you notice some words from the Cree language as you listened to the video? Look at the chart below. Read each of the Cree words aloud to your home instructor. Use the second column in the table to help you say the word. What you know about syllables can also help you say each word. The third column shows the English word or words that mean the same as the Cree word.

Cree Word	How to Say It	English Word
wapoose	wah-poos	rabbit
tansi	tan-see	“Hello” or “How are you?”
astum	a-stum	come
muskwa	musk-wah	bear
ehe	ee-hee	yes
mona	moe-nah	no
atim	ah-teem	dog
peyak	pee-yak	one
niso	nee-soe	two

4. Match the Cree word to the English word that means the same.

astum	• How are you?
muskwa	• come
tansi	• bear
wapoose	• rabbit
atim	• yes
ehe	• dog



Turn to the Suggested Responses on page 94 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Spelling

Did you notice that each of your spelling words has more than one syllable?

5. Read each word and divide it into syllables. Use the rules you learned in phonics to help you. Check in your Phonics book or a dictionary if you are not sure how to divide the word.

poem _____

discovery _____

starting _____

only _____

lightly _____

somewhere _____

footsteps _____

pioneer _____



Handwriting

It's time to practise your handwriting.



Take out your interlined notebook or interlined paper.

6. Look back at the dictation sentences that you wrote for spelling practice on Day 3. Write each of those sentences in handwriting. Write them in your notebook or on your interlined paper. Look at your handwriting chart if you need to.

Turn to the Suggested Responses on page 95 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Make Your Moccasins

Look back at Assignment 2 in Assignment Booklet 8A. Read through your list of materials and tools.

Can you think of any other materials or tools you may need?

I think that

- I have everything I need
- I may also need _____.

Look at the diagram of your design.

Do you think you will need to change anything?

I think that

- my design will work
- I should change _____.



Read through your plan.

Do you think you need to change anything?

I think that

- my plan will work
- I should change _____

Take out the materials that you gathered to make your moccasins. Follow your plan and your design and make them!

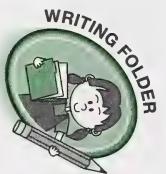
After you complete your moccasins, test them by trying them on. Can you walk in them? Would they protect your feet? Would they last a long time?



Go to Assignment Booklet 8A. Do Assignment 4: What I Learned.

Footsteps Learning Log

On Day 3 you researched to find information about the Cree.



Take out your Footsteps Learning Log.

bibliography: a list of the resources, such as books, articles, or websites, that were used for a report or other project

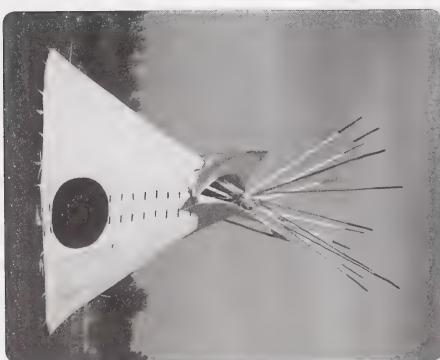
A bibliography is placed on a separate page at the end of the project.

Help the student break the word into syllables and pronounce it. Talk about how the small words *bib* and *graph* can help the student say the word *bibliography*.

When a researcher finds information, he or she must give credit to the people whose ideas were used. Some books have a **bibliography** at the end. A bibliography is a list of the resources that a researcher used. You will make your own bibliography today.

Turn to the last page of your Footsteps Learning Log.

Write the word **Bibliography** at the top of the page.



Under the word Bibliography, write the titles of the books, articles, or websites that you used to find out about the Cree Nation.

Arrange the entries alphabetically, by author's last name. Here are some sample entries:

- for an Internet document:
“Between the Lions Stories.” <http://pbskids.org/lions/stories.html>.
- for a book:
Goble, Paul. *Iktoni and the Boulder: A Plains Indian Story*.
- for a magazine article:
Jarzen, David. “Pollen Power.” *Owl* 22.

Ask your home instructor to help with any entries you are not sure about.



Put your Footsteps Learning Log back in your Writing Folder when you are done.

If your student would like to learn more about Canadian First Nations, this is an excellent opportunity to extend the learning.

Learn more about another Canadian First Nation. Go to the website below and choose the yellow dot on the time machine to read stories about First Nations people in Saskatchewan.



Visit Saskatchewan Stories at <http://www.saskstories.ca>.



Story Time

Read a Cree story, such as *Weekejack and the Bears* by B. Ballantyne.

Find a comfortable spot. Listen to the story your home instructor will read to you.



Looking Back

You watched a video and made a pair of moccasins today. Did you enjoy the video? What was your favourite part? How did your moccasins turn out? What did you learn about making things?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

bibliography: a list of the resources, such as books, articles, or websites, that were used for a report or other project
A bibliography is placed on a separate page at the end of the project.

Suggested Responses

1. A trickster in West African tales is a spider named Anansi.
2. The Ojibway trickster is named Nanabush.
3. A story that explains something in nature is called a pourquoi tale.
4.
 - astum
 - How are you?
 - muskwa
 - come
 - tansi
 - bear
 - wapoose
 - rabbit
 - atim
 - yes
 - ehe
 - dog

5. po-em dis-cov-er-y
start-ing on-ly
light-ly some-where
foot-steps pi-o-neer
6. Compare your handwriting to the letters on the handwriting chart. Check the spacing of your letters and words as well. Did you spell the spelling words correctly?

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Day 6

I'm Free!

Today you will begin a new story. You will read about a boy who lived in the United States long ago. You will learn more about the history of slavery and how some people came to live in the New World.

Did you enjoy working with your relief map? You will do more work on it today and edit your report too.



Getting Started

You have learned many things about how people came to live in Canada. What do you know about the United States? Tell your home instructor some things that you know about that country.

Centuries ago, First Nations people already lived in the area that is now the United States and Canada. Once European explorers arrived, settlers from Europe also began to move into Canada and the United States.

In the southeastern part of the United States, settlers grew tobacco and cotton.

Rich landowners bought slaves to work on their large farms. Slaves were people who were captured from the west coast of Africa. They were brought to the United States to work on the **plantations**. The farmers did not pay them any money for their work. Slaves had no rights. They weren't allowed to go to school. They could be bought and sold. Their families could be split up. They could be beaten.

What would it have been like to be a slave?

Do you think slavery is a fair system? Tell your home instructor what you think.

The student will tell you what he or she knows about the United States.

plantation: a huge farm growing one main crop for sale; a cotton plantation



Discuss the questions with the student.

The first African slaves were brought to the United States in 1610. It wasn't until after the Civil War in the United States that the 13th Amendment was passed to put an end to slavery.

The Civil War was fought between the Union states, formed by the northern states, and the Confederate states of the south. In most northern states slavery had been made illegal; whereas, in the southern states they wanted to keep slavery. This was partly why the war was fought. The Civil War was from 1861 to 1865, and the northern states won. The slaves were set free by the 13th Amendment soon after the war ended.

The story you will read today tells about a boy who lived during the time that the slaves were set free. It is based on the autobiography of an important teacher named Booker T. Washington.

Take out your dictionary. Find the word biography.

1. Biography means _____.

Look carefully at the word autobiography. It begins with the prefix auto, which means "self."



My grandmother is writing an autobiography. It will be interesting to find out about her life.

2. The word autobiography means _____



"More Than Anything Else"

Look at the Contents page. Find "More Than Anything Else."

3. The selection begins on page _____.
4. This selection is

a poem a legend a picture book story

Turn to the beginning of the story. Look through the illustrations. Look at the boy's face in the first part of the story.

5. At the beginning of the story, the boy looks

sad or worried happy and joyful angry



Look at the illustrations on the last two pages of the story.

6. At the end of the story, the boy looks

sad or worried happy and joyful angry

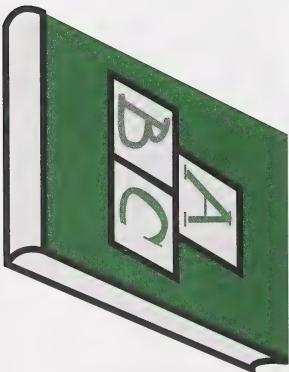
The boy in the story is Booker T. Washington.

If the student is still having difficulty reading silently, choose another way to read the story.

7. Why do you think Booker was sad at the beginning of the story?

Find out what changes Booker's feelings. Read the story silently. Use what you know about syllables to figure out words you don't know.

8. What happened to make Booker happier?



9. What did Booker want to do after he became the best reader in the county?

10. Show how well you understand the main character, Booker. Read each of the following statements. Write **true** or **false**.

Booker complained when he ate sweet potatoes and corn cakes.

Booker liked the feel of salt crystals against his skin.

Booker wanted to be like the man who read the newspaper aloud.

Booker was impatient and quit when something was hard.

Booker's hunger for learning was very strong.



sweet potatoes

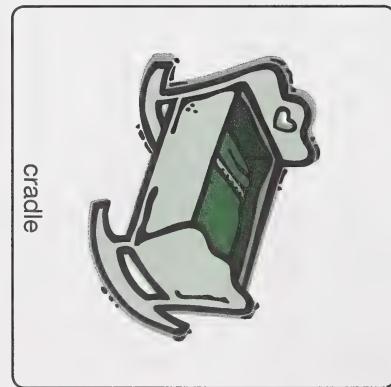
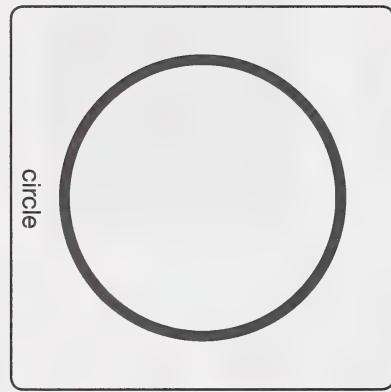
Turn to the Suggested Responses on pages 107 and 108, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Phonics

Today you will learn one more rule for dividing words into syllables.

Look at the following words. Each word has two syllables.



11. Show how you would divide the words.

circle _____

cradle _____

Did you divide circle between the r and the second c? If you did, you already know the tenth rule!

Rule 10: When a word ends in le preceded by a consonant, divide the word before the consonant. For example, circle is divided like this: **cir-cle**.



Go to your Phonics book to practise Rule 10. Do pages 177 and 178.
Read the story on page 178 to your home instructor.

Turn to the Suggested Responses on pages 108 and 109, and ask your home instructor to help you check your work.

Ask the student to read the story on page 178 aloud. Can the student use syllabification to decode unfamiliar words in this paragraph? Can the student identify /e/ words?



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Water Surrounding North America

On Day 3 you created a relief map of North America. Today you will use blue modelling clay to add the oceans and other major bodies of water surrounding North America.

Take out your atlas. Also take out the labels from the Footprints and Oceans page in the Appendix of this Student Module Booklet, your relief map, and blue modelling clay.

If you do not have enough blue modelling clay, the student may colour the oceans with a blue crayon instead.

Warm some blue modelling clay in your hands until it is very soft. Cover the oceans with a very thin layer of blue modelling clay. Use your atlas and a map of North America to help you.

Cut out the labels for the oceans found in the Appendix on the Footprints and Oceans page.

If necessary, assist the student in locating oceans and other bodies of water.

Press the labels into the modelling clay on your map. Use the atlas to locate the oceans and other bodies of water correctly.

Put your map where others can see it.

Edit and Rewrite

What do you remember about editing? Tell your home instructor what you need to look for when you edit your work.



Take out the report that you wrote on Day 3.

Read through your report carefully. Does your report make sense? Could you add more details to make the information more interesting? Did you use a variety of sentences? Did you write a title? Do you have an introduction and a conclusion?

Use a coloured pencil or pen to add ideas, details, or descriptions. Change any parts that are confusing. Check your sentences, spelling, and punctuation. If you did your report on a computer, make changes by adding, deleting, or using copy-and-paste functions to edit your report.

Rewrite your report in handwriting on interlined paper. Use your Cursive Handwriting Alphabet Chart if you need to. If you did your report on a computer, either print it or save it to send to your teacher later.



When you are done, put the report back into your Writing Folder. You will send it to your teacher on Day 9.

The student will recall as many points as possible about editing. Discuss any points that the student forgot. See the Home Instructor's Guide for suggestions.



If possible, read a story or book that tells about slavery, literacy, or the life of Booker T. Washington.

Story Time

Find a comfortable spot. Are you listening to a story about slavery or about the life of Booker T. Washington?

Looking Back

You worked on your map, edited your report, and read a new story. What activities did you enjoy most today? What was most difficult?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

autobiography: the story of a person's life written by himself or herself

biography: the written story of a person's life

plantation: a huge farm growing one main crop for sale; a cotton plantation

Suggested Responses

1. Biography means “the written story of a person’s life.” Bio as a prefix means “life” or “living things.” Graph as a root means “writing.”
2. The word autobiography means “the story of a person’s life written by himself or herself.” Auto comes from the Greek word meaning “self.”
3. The selection begins on page 20.
4. This selection is a picture book story.
5. The boy looks sad or worried.
6. At the end of the story, the boy looks happy and joyful.
7. He dreamed of learning to read, but he didn’t know how to make his dream come true.

8. His mother gave him a book, and he met a man who started teaching him how to read.

9. He wanted to teach children to read.

10. **false** Booker complained when he ate sweet potatoes and corn cakes.

false Booker liked the feel of salt crystals against his skin.

true Booker wanted to be like the man who read the newspaper aloud.

false Booker was impatient and quit when something was hard.

true Booker's hunger for learning was very strong.

11. cir-**cle** cra-**dle**

Phonics

1. tur-tle	7. peb-ble	13. nee-dle	19. dim-ple
2. puz-zle	8. sim-ple	14. rid-dle	20. sam-ple
3. gen-tle	9. this-tle	15. peo-ple	21. thim-ble
4. whis-tle	10. cir- cle	16. rat-tle	22. tem-ple
5. ea-gle	11. pur-ple	17. scram-ble	23. tat-tle
6. ma-ple	12. bi-cy- cle	18. cra- dle	24. mid-dle

Page 177

You should also have written a short paragraph that contains several of the words from the list.

All the words from the following list should be circled in the story.

1. bi-cy-cles	2. ma-ple	3. gen-tle
4. rip-ple	5. han-dle	6. sim-ple
7. a-ble	8. pur-ple	9. mid-dle
10. top-ple	11. pad-dle	12. cir-circle
13. nim-ble	14. mus-cles	15. trou-ble

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Day 7 Booker's Life



Would you like to learn more about Booker's life? As you read, write, and build, that is just what you will do.

You will do more work on your relief map today too.

Getting Started

Read the following article to find out more about Booker's life.

Booker's first home was a small wood cabin. It served as the kitchen for the plantation as well. It was chilly and drafty in winter, and hot from the open fireplace in summer. In the middle of the earthen floor, there was a deep opening that was used to store sweet potatoes. It was covered with boards.



After slaves were set free, Booker, his mother, and his brother, John, left their tiny cabin in Virginia. For several weeks, they walked and walked. A tired horse pulled a small cart filled with the family's things. Their mother cooked their meals over open fires, and most nights they slept in the open air on the hard ground.

Finally they reached their new cabin in the town of Malden, in the new state of West Virginia. It was near the salt furnaces. Unfortunately, the cabin was no better than the one they had left behind, but they were with Booker's stepfather, who worked in the salt mines. And they were **free!**

Even though the slaves like Booker and his family were freed, they still had to work hard and their living conditions were very poor. Many people still treated the former slaves as not being equal. For example, they were not permitted in the same schools or restaurants as other Americans. It has taken a long time for black Americans in the United States to gain equality with white people, and many people continue to fight against **racism** and inequality today.

racism: unnecessary attention paid to the colour of people's skin or where they come from; the idea that people of a certain colour are better than others

“More Than Anything Else”

Stories are told in many ways. Sometimes the writer tells the story as if the main character is speaking.

When the main character tells the story, the writer uses words such as I and my to tell what is happening. For example, Booker says, “Papa, my brother John, and I leave our cabin and take the main road out of town.”

narrator: the character who tells or helps tell the story in a play, novel, story, or film

point of view: the position of the person expressing the ideas in a story

Sometimes the writer acts as the **narrator**. The author uses words such as he, him, she, her, or it to describe the main characters and tell their stories. In the story about Two-Feather, the author writes, “All he had to eat was the bark he cut off trees and the roots he dug out from under the snow.”

The writer of a story can tell the story from the **point of view** of a character or from the point of view of a narrator.



Take out Carving New Frontiers.

Find the story "More Than Anything Else." Reread page 21.

1. "More Than Anything Else" is told from

a narrator's point of view Booker's point of view Papa's point of view

Words such as I, my, he, she, and it are called **pronouns**. The pronouns that an author chooses tell you which point of view is being used.

After Booker grew up, he wrote an autobiography called *Up from Slavery*. Read the information in the following box. It tells about one of Booker's experiences.

Each week he took a heavy bag of corn to the mill to be ground into cornmeal. Almost every time, the large sack would slip off the horse's back and fall, with him, to the ground.

Sometimes he would wait for hours before a passer-by helped him out of his trouble. He would be late getting to the mill. He knew the sun would be down before he could get home. A terrifying ride through the dark, dense woods awaited him.



pronoun: a word that is used to refer to the noun without naming it
In the sentence "Abigail smiled because she was happy," the pronoun she refers to Abigail without repeating her name.

2. Underline the pronouns in the story on the previous page. Is Booker telling his story or is a narrator telling the story?

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on page 121 and ask your home instructor to help you check your work.

Now you will show that you understand point of view.



Go to Assignment Booklet 8A. Do Assignment 5: Point of View.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 2 spelling activity.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

- Look: Look at the word.
- Cover: Cover the word and try to see it in your mind.
- Spell: Try to write the word.
- Check: See if you got it right or where you went wrong.



Phonics

You are almost finished Unit 6 in your Phonics book. You have learned many things about syllables. Syllables are important because they can help you break unfamiliar words into smaller parts. This makes them easier to read and spell.

Show your home instructor that you can use the rules you have learned to read the following words:

illiterate **despair** **saltworks** **shovelling** **emancipation**



Go to your Phonics book to practise reading and spelling words with more than one syllable. Do pages 179 and 180.

Turn to the Suggested Responses on page 122 and ask your home instructor to help you check your work.

Observe as your student attempts to decode each of the words. Can he or she divide the words into syllables or word parts and approximate the word? Does the student attempt to self-correct or try alternate pronunciations if he or she does not recognize the word? You will be asked to comment on this skill in the Home Instructor's Comments.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

The Footsteps of Booker's Ancestors

Because of the way the system of slavery relied on kidnapping people and splitting up families, Booker, like many slaves, did not know much about his ancestors. He did know that his ancestors were captured in Africa. From there, they were thrown into slave ships and taken to the United States. Eventually, Booker's mother was sold to a plantation owner in Virginia, a state on the east coast of the United States.



Take out your atlas. Also take out your relief map and the footprints page from Day 3.

Find North America in your atlas.

Cut out two footprints.

Press one footprint onto the east coast of the United States, just above the bump about halfway down the coastline, where Virginia is.

Press the second footprint to the left of the first to show West Virginia, where Booker and his family went after being freed.

Build a Lunch Container

In the story “More Than Anything Else,” Booker’s dad carries their lunch of corn cakes and sweet potatoes in his coat pocket. By the time they eat their lunch, the corn cakes are crumbled and the sweet potatoes are squashed. Booker wants to find a better way to bring their lunch to work.

Your job is to build a container to carry the lunch. It should be strong enough to carry three large potatoes and three pieces of corn bread. You need to design it so that the potatoes won’t be squashed and the bread won’t crumble.

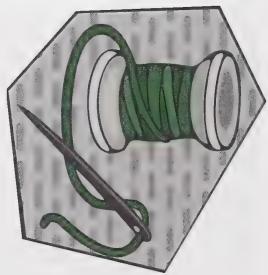
If you have an atlas with a map of the United States, point out Virginia and West Virginia as two separate states.

The materials that Booker found included

- several sheets of newspaper
- some pieces of cloth
- a needle and thread
- some glue
- some strips of wood

Think about how you will build a container for Booker. Decide which materials you will need and how you will make the container.

Materials:



Procedure:

Draw a diagram of your container.



Use your plan to build the container. Test it by putting three large potatoes and three slices of bread into it. Carry the "lunch" around your house three times. Did the container carry the lunch without crumbling the bread? You will tell what happened in the Assignment Booklet.



Go to Assignment Booklet 8A. Do Assignment 6: Building a Lunch Container.

If you would like to learn more about Booker T. Washington, you can read his autobiography, *Up from Slavery*. You may be able to find it at your library.



Up From Slavery may also be available at the following website:
<http://xroads.virginia.edu/~Hyper/Washington/cover.html>

Story Time

Find a comfortable spot. Are you listening to a story about slavery, about learning to read, or about Booker T. Washington?

Looking Back

Do you think you understand what Booker's early life was like? Do you think you would have liked to live in those days? What would have been fun or exciting? What would have been hard?



It would have been
hard to always
work and not have
time to play.

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

narrator: the character who tells or helps tell the story in a play, novel, story, or film

point of view: the position of the person expressing the ideas in a story

pronoun: a word that is used to refer to the noun without naming it

In the sentence “Abigail smiled because she was happy,” the pronoun *she* refers to Abigail without repeating her name.

racism: unnecessary attention paid to the colour of people’s skin or where they come from; the idea that people of a certain colour are better than others

Suggested Responses

1. “More Than Anything Else” is told from Booker’s point of view.
2. You should have underlined the pronouns *he*, *him*, and *his* in the story.
A narrator is telling the story.

Phonics

Page 179

**Words With Prefixes,
Suffixes, or Endings**

comfortable
defrost
discovered
misbehaves
rebuilding
unkindly

Words With Final le

bicycle
comfortable
middle
purple

**Two Vowels Together
Sounded Separately**

pioneer
science

**One Consonant Between
Two Vowels**

frozen
magic
open
wagon

Phonics

Page 180

You should have written a letter that contains several of the words from the list.

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Day 8 Songs on Paper

Are you ready to take a closer look at “More Than Anything Else”? You will think about how the words and pictures make Booker’s story come alive.

You will read a story aloud and record it for your teacher, add information to your Footsteps Learning Log, check your corn plants, and work on another building project today.

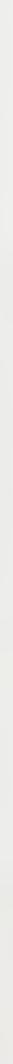


Getting Started

The author and illustrator of “More Than Anything Else” worked carefully to give you a clear picture of one part of Booker’s life. Words and images are used to create “songs on paper.”

Think back to the story. Retell the main events in the story to your home instructor.

1. Tell about two images you saw in your mind as you told the story.



“More Than Anything Else”



Take out *Carving New Frontiers*.

The student will retell the main events in the story “More Than Anything Else.”

You have learned that authors use descriptive words and phrases to help readers imagine their story. You also know that authors use comparisons and sensory words. Marie Bradby, the author of “More Than Anything Else,” uses all of these things in the story.

Turn to page 21 in your book. Reread page 21 to find how the author describes the setting of the story. Look at the illustrations on pages 20 and 21.

2. What sights does the author tell about?

- a raging river
- twinkling stars
- a road that hugs the ridge
- a white mountain of salt
- a beautiful sunrise

3. What sights does the illustrator, Chris K. Soentpiet, show?

- twinkling stars
- the lantern's glow
- a white mountain of salt
- a **ridge** between the road and the river

ridge: a long, narrow, raised ledge that slopes down on either side; the ridge of a roof; a ridge of land

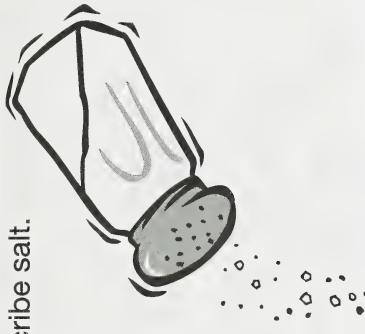
4. What sounds does the author tell about?

- birds singing
- Booker's stomach rumbling
- the river splashing
- feet shuffling



Read page 22. Find the adjectives the author uses to describe salt.

5. Salt is _____,
_____,
_____, and
_____.

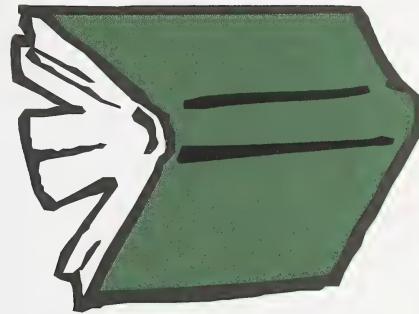


Read pages 23 and 24. Find two comparisons on page 24.

6. Booker's hunger races as fast as his _____.



7. The small book is a blue the colour of _____.



Many of the most powerful images in the story come from Booker's thoughts and feelings.

Read page 25.

The author used the sentences below to tell about Booker's thoughts.

"Sometimes I feel I am
trying to jump without legs."

"I get a salt-shovelling pain
and feel my dreams are
slipping away."

"My thoughts get slippery,
and I can't keep up with
what I want to be."

8. All of these sentences tell the reader that

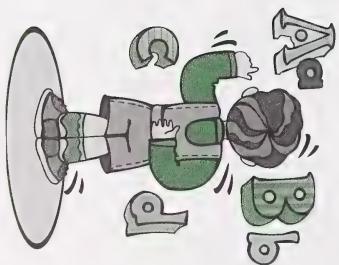
- Booker finds it difficult to learn to read on his own
- Booker finds it easy to learn to read on his own
- Booker's mom is helping him learn to read

Read pages 26 and 27.

baptize: to dip under water or sprinkle with water, usually as a sign of spiritual cleansing and of joining or being accepted as part of a religious community

9. Booker compares learning the sounds of the letters to

- shovelling salt
- being **baptized**
- eating corn cakes



10. He feels that learning the letters has helped him

- shout
- move into a new world
- jump

11. Which sentence tells you that Booker won't forget what the man taught him?

- "Tell me more."
- "I linger over that picture."
- "I know I can hold it forever."

The illustrations on pages 26 and 27 help you understand how Booker feels.

12. When you look at Booker's face in the pictures, you can tell he feels

- sad and worried
- joyful
- ashamed

The author, Marie Bradby, imagined Booker's life very clearly. Read about this author on page 27.

Pictures or Words

The pictures and the words in this story help you see Booker's life clearly. They give strong, clear, and interesting images.

13. Tell whether words or pictures or both words and pictures helped you learn about Booker. Put a check mark in the column or columns that told you the information in the first column.

	Words	Pictures
Booker does the same work as grown men.	<input type="checkbox"/>	<input type="checkbox"/>
Booker leaves very, very early in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
Booker is hungry when he goes to work.	<input type="checkbox"/>	<input type="checkbox"/>
Booker's job is very difficult.	<input type="checkbox"/>	<input type="checkbox"/>
Booker wants something even more than food.	<input type="checkbox"/>	<input type="checkbox"/>
Booker wants to be like the man who reads the newspaper.	<input type="checkbox"/>	<input type="checkbox"/>
Booker's cabin doesn't have electricity.	<input type="checkbox"/>	<input type="checkbox"/>
Booker will remember how to read his name.	<input type="checkbox"/>	<input type="checkbox"/>

Salty Phrases

Since Booker spent a great deal of time working with salt, it plays an important part in the story. When you think about salt, you probably think of salt in a salt shaker. The author helps you think about salt in a different way.

The word salt can be used in other ways too.

14. Read the phrases below. Match the meanings and the phrases. Check in the dictionary or ask your home instructor if you've never heard the phrase before.

salt away

salt of the earth

- don't believe completely
- to hide away
- an ordinary, hard-working person

take something with a grain of salt

15. Write one "salt phrase" in a sentence. Be sure to use correct punctuation.



Turn to the Suggested Responses on pages 142 to 145, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your final spelling test.

When the student has chosen an activity and completed it, check for spelling accuracy. If the student is still having difficulty with the words, assign more practice activities.

- Write the words in alphabetical order in handwriting.
- Write each spelling word, find each word in the dictionary, and write one meaning for each word.
- Spell each word using sign language. Look back to Day 16 of Module 6. Practise spelling the word and then show your home instructor.
- Show the syllables of each word. Use pencil crayons to write each syllable in a different colour.
- Booker learned to read his name when the man scratched it in the dirt with a stick. Use a stick to write each spelling word in the dirt, sand, or snow outside. Show your home instructor.



Phonics

Can you use what you have learned about syllables to help you read? You will have a chance to show your teacher as you read and record a story from your Phonics book.



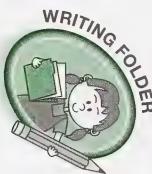
You will need a tape recorder
and a blank audiotape or a CD
and a computer with recording
capability.



Go to your Phonics book.
Remove page 181. Follow the
directions to fold the page into
a booklet.

Read the booklet aloud and record it onto an audiotape or use a computer with recording capability. Do not practise reading the booklet before you start. Use the skills that you have learned in phonics to help you read any words you don't know.

Do not allow the student to practise reading the story before it is recorded. Assist with the recording.



Take out your Footsteps Learning Log.

You have learned many things about Booker T. Washington.

Footsteps Learning Log

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Silent Reading

PHYSICAL ACTIVITY
Your home instructor will tell you about today's physical activity.



Go to Grade Three Mathematics.



On a new page, write Booker T. Washington at the top of the page.

Write at least three things that you learned about Booker's life. Look through the information from Days 6, 7, and 8 if you need to. Add an illustration to the page as well.

If you like, you can do additional research on the Internet or in an encyclopedia to find out even more.

Remember to add your sources to the bibliography.



Put your Footsteps Learning Log back in your Writing Folder when you are done.

Your Corn Plants

It's time to check your corn plants. Have you remembered to water them when the soil dries out?

How many plants have started to grow? _____

Look in the Appendix of this Student Module Booklet. Find the page called Corn Plant Graph and remove it.



Take out a ruler that shows centimetres.

Choose one corn plant to measure. Use the ruler to measure the height of this plant. Colour in the spaces on the graph to show the height of the corn plant. Put a mark on the plant you measured with a felt pen so that you know which one you measured.

Post the graph on the wall near your plants. You will measure the same corn plant on Days 10, 12, 14, and 16.

Home, Sweet Home

Booker and his family moved from a tiny cabin in Virginia to another small cabin in West Virginia.



Take out Carving New Frontiers.

The illustrations in "More Than Anything Else" show you how the cabins looked. Look carefully at the illustrations of the cabins.



16. The cabins are made from **concrete** logs **bricks**.

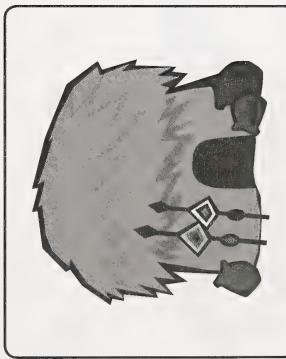
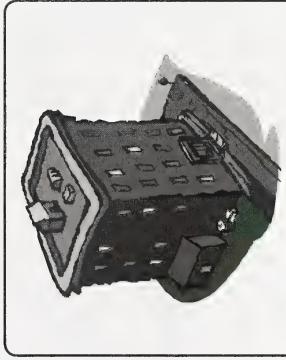
17. The logs in the cabins were held together by
large nails **concrete** **notching the logs**

18. The cabin roofs were covered with **shingles** **plastic** **logs**.

19. The roofs were **flat** **sloped** **rounded**.

20. The roofs were probably made that way so that _____

21. Look at the roofs on the homes below. Tell what kind of roof each home has.



Turn to the Suggested Responses on page 145 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Make a Roof

Your job today is to make a roof for a model cabin. The roof must be waterproof. It must also be strong enough to hold heavy snow.

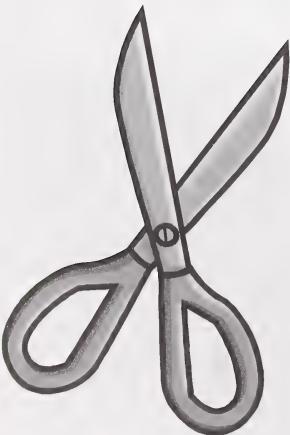
Materials

You will need a shoebox or other small box with an open top. You will also need sand and water to test your roof.



You may choose from the following materials:

- roof materials: cardboard, wooden craft sticks, pipe cleaners, straws, plastic wrap, plastic bags, or plastic sheets
- joining materials: brass fasteners, tape, glue
- tools: scissors, ruler



Procedure

With words and diagrams, plan your roof in the space provided.

Size and Shape of the Roof

Check that the student has indicated the type of roof, how it will be constructed, and how it will be fastened.

How I Will Build and Fasten It

Gather the materials that you have chosen. Use the materials to make the roof in the way that you have planned.

Test

Sprinkle sand on your roof to represent snow.

22. What happened?

Sprinkle water on your roof using a watering can or spray bottle.

23. What happened?

Make Changes

Do you need to make any changes to your roof?

24. What worked well?

25. What didn't work?

If you need to, improve your roof design.



Save your model cabin. You will need it on Day 9.



Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the **Suggested Responses** on pages 145 and 146, and ask your home instructor to help you check your work.

Story Time

Find a comfortable spot. Listen to the story as your home instructor reads.

Looking Back

In the story “More Than Anything Else,” Booker jumped for joy when he learned the sounds of the letters. Think about your past. What important things have you learned? What have you learned that made you jump for joy? What else would you really like to learn?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

baptize: to dip under water or sprinkle with water, usually as a sign of spiritual cleansing and of joining or being accepted as part of a religious community

linger: go slowly, as if not wanting to leave

ridge: a long, narrow, raised ledge that slopes down on either side; the ridge of a roof; a ridge of land

Suggested Responses

1. You should have written about two images or scenes from the story “More Than Anything Else.” Perhaps you saw the saltworks as Booker described the mountain of salt that did not get smaller, or maybe you saw Booker trying to write the letters from the book his mother gave him on the dirt floor. Be sure that the images you wrote about are present in the story.
2. The author tells about twinkling stars, a road that hugs the ridge, and a white mountain of salt.
3. The illustrator shows a lantern’s glow and a white mountain of salt.
4. The author tells about Booker’s stomach rumbling.
5. Salt is heavy, rough, shiny, and white.

6. Booker's hunger races as fast as his heart.

7. The small book is a blue the colour of midnight.

8. All of these sentences tell the reader that

- Booker finds it difficult to learn to read on his own
- Booker finds it easy to learn to read on his own
- Booker's mom is helping him learn to read

9. Booker compares learning the sounds of the letters to

- shovelling salt
- being baptized
- eating corn cakes

10. He feels that learning the letters has helped him

- shout
- move into a new world
- jump

11. Which sentence tells you that Booker won't forget what the man taught him?

- "Tell me more."
- "I linger over that picture."
- "I know I can hold it forever."

12. When you look at Booker's face in the pictures, you can tell he feels

- sad and worried
- joyful
- ashamed

13.

	Words	Pictures
Booker does the same work as grown men.	✓	✓
Booker leaves very, very early in the morning.	✓	✓
Booker is hungry when he goes to work.	✓	
Booker's job is very difficult.	✓	✓
Booker wants something even more than food.	✓	
Booker wants to be like the man who reads the newspaper.	✓	
Booker's cabin doesn't have electricity.	✓	
Booker will remember how to read his name.	✓	

14. salt away

- don't believe completely
- to hide away

take something with a grain of salt

15. You should have used one of the salt phrases in a sentence. Check to be sure it is a complete sentence and correct punctuation is included. An example might be, "I am salting away my allowance to buy a new snowboard."

16. The cabins are made from logs.

17. The logs in the cabins were held together by notching the logs.

18. The cabin roofs were covered with shingles.

19. The roofs were sloped.

20. The roofs were probably made that way so that the rain would run off.

21. From left to right, the roofs are rounded and thatched, sloped, and flat.

22. You should have written a phrase or sentence to tell what happened when you sprinkled sand on the roof.

23. You should have written a phrase or sentence to tell what happened when you sprinkled water on the roof.

24. You should have written a phrase or sentence to tell what worked well.

25. You should have written a phrase or sentence to tell what problems you experienced.

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Day 9

Educated Minds

Booker realized that learning to read was very important. He knew that he wouldn't be truly satisfied until he was educated. Today you will think about the message in Booker's story.

Why do you think reading is important? You will create a poster to tell your thoughts. You will also add doors and windows to your model cabin today.



Getting Started

Read the poem below:

Marks on paper
Yield your magic!
Know this: I will not give up until I can hum your melodies;
I will not give up until your songs are part of me.

1. The author of the poem is trying to learn to

build houses **read** **dance**

Can you remember when you learned how to use the letters to read words?
How did you feel?

2. When I learned to read, I felt **happy** **proud** **excited**.

Booker learned to read when he was about your age.

3. How did Booker learn to read?

4. One thing I find difficult about reading is _____



5. One thing Booker had difficulty with when he was learning to read is



“More Than Anything Else”

You probably learned to read and write when you started school. This was not the case when Booker lived. The children of slaves worked, even when they were your age. They were not allowed to go to school.

Read the following account from Booker’s life.

When Booker was still a slave, he was made to carry books for a daughter of the plantation owner. He went as far as the schoolroom door. When he looked inside, he saw many boys and girls in the classroom. They were learning how to read and write.

The sight of the children learning made a deep impression on Booker. He felt that to be able to read and study would be a wonderful thing. From that day on, he was determined to learn how to read and write!

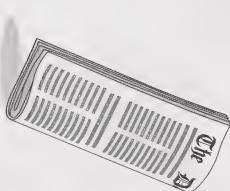
In the story “More Than Anything Else,” Booker sees someone else reading.

6. He sees a man reading aloud. The man is reading

a book a newspaper a fairy tale

Booker finds hope when he sees the man reading a newspaper. He says, “I have found hope, and it is as brown as me.”

7. What does Booker mean when he says this?



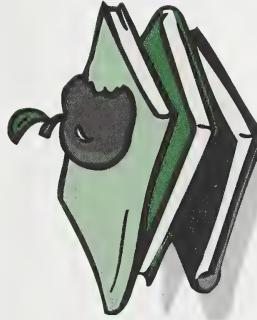
Booker’s father and brother don’t understand what Booker feels. In the story Booker says, “They don’t see what I see. They don’t see what I can be.”

8. What does he mean?

9. Booker’s mother believes reading is important. How do you know?

In a time when not many African Americans had a chance to learn how to read, Booker knew that reading would open new ideas and worlds to him. He also understood the importance of teaching children to read.

Turn to the Suggested Responses on pages 164 and 165, and ask your home instructor to help you check your work.



Make a Reading Poster

When Booker grew up, he became a teacher. He taught many African Americans how to read.

Can you follow in Booker's footsteps? Make a poster to tell other people how important reading is.



You will need a large sheet of paper and pencil crayons or markers.

Plan your poster. Your poster should include the following:

- a catchy title that tells why reading is important
- large, clear printing
- correct spelling
- a colourful illustration

Sketch your plan in the space provided.

Create your poster on a large sheet of paper. When you are done, put your poster in a place where it will encourage others to read!

Silent Letters

When Booker learned to read, he had to figure out many puzzling things on his own. One thing he found confusing was silent consonants. English spelling sometimes includes letters that are now silent. Long ago, old English was pronounced differently. Many of the letters remain in the spelling of the words, but these letters are no longer pronounced.

You too have learned to spell many words with silent consonants, such as lightly, one of your spelling words.

10. Look at the words below. Each word has one or more silent consonants missing. Choose the correct letter or letters to finish the words. The missing letters are

gh k b t w

now

dou____t

rite

thou____t

crum____

li____t

clim____

Turn to the Suggested Responses on page 165 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Refer to the Home Instructor's Guide for the spelling dictation.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 8A. Do Assignment 7: Spelling Test.

Remember to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

Phonics



Go to your Phonics book to complete some work you will send to your teacher later today. Do pages 183 and 184; then carefully remove them from your book.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

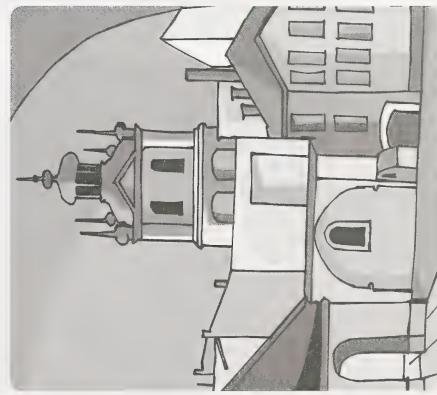


Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Doors and Windows

Have you ever taken a close look at the doors and windows in buildings? Look at the doors and windows in your home.



11. What materials are used to make the doors in your home?

12. What materials are used to make the windows in your home?

Look at the following doors. Think about the doors in your home too.



13. What is the main purpose of doors in a house or building?

14. What are the main purposes of windows in a house or building? Name at least two.

15. What do doors have to be able to do to fulfil their purpose?

16. What allows doors to open and close?

17. What other design features do you see on doors?



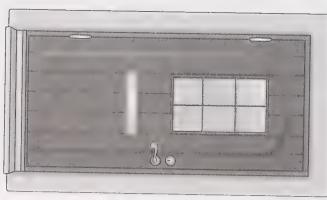
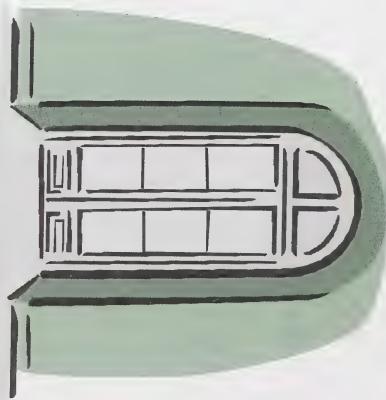
Different door designs are used in different places. Some doors have decorations to make them look nice. Some doors have windows and some don't.

18. Circle the door you would choose for a bathroom door.



Explain why you would choose that door.

19. Explain why the door shown to the right might make a good front door for a home.



Some windows can be opened and closed. Other windows are fixed in place.

20. Why do some windows open?

21. How do the windows in your home open?

They slide up. They slide to the side. They crank open. They push open.

Turn to the Suggested Responses on pages 165 and 166, and ask your home instructor to help you check your work.

Booker's Home



Take out Carving New Frontiers.

Look at the illustrations on pages 24 and 25. Notice the doors and windows in Booker's home. Compare the doors and windows in your home to those in Booker's home.



Go to Assignment Booklet 8A. Do Assignment 8: Doors and Windows.

Make Doors and Windows

Now you can make some doors and windows for the model cabin you created on Day 8.

hinge: a joint that a door or lid is attached by so that it can move back and forth



Take out your model cabin. You will also need scissors and materials to make hinges and handles.

If the box is very stiff cardboard, you may need to help the student cut the doors and windows. A serrated knife or a utility knife may be used.

Your job is to add two windows and two doors to your model cabin. The doors and windows must open and close. Cut out the door shapes and window shapes from the box you used. You may use the same pieces of cardboard to make the doors and windows.

Each door must have a handle so you can close the door tight from the outside. You may choose any materials that are in your home to make the handle. How will your windows open and close?

Materials

22. What materials will you use?

I will use _____ for the hinges.

I will use _____ for the handles.

I will use _____ to join the hinges and handles to the doors and windows.

Procedure

Plan your hinges and handles in the space provided.

Gather the materials that you have chosen. Use the materials to make the hinges and handles in the way that you have planned.

Test

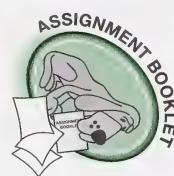
Can you open and close the doors and windows?

Make Changes

Do you need to make any changes?

Improve your design if you need to.

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Assignment Booklet 8A. Complete your Student Learning Log.

Story Time

What is your home instructor reading to you today?
Find a comfortable spot, relax, and enjoy the story.



Looking Back

You have finished Module 8A.

Did you learn more from reading, watching, or doing?
What is your favourite way to learn something new?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 8A. Use the items to submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 8A to the teacher.

Glossary

hinge: a joint that a door or lid is attached by so that it can move back and forth

Suggested Responses

1. The author of the poem is trying to learn to read.
2. You may have circled any or all of the words to describe your feelings.
3. Booker learned to read when a man taught him about the sounds of the letters and showed him his name scratched in the dirt.
4. You should have explained a difficulty you have had with reading.
5. Booker had no one to teach him the names or sounds of the letters. After the man taught him the sounds, he knew he could figure out what the words said.
6. The man is reading a newspaper.
7. He knows that African Americans can learn to read because he sees that a man with brown skin is reading a newspaper aloud. He also hopes that the man can teach him how to read.
8. Booker's father and brother don't realize that Booker really wants to learn to read. They don't realize that he could become an educated person if he wanted to because, as slaves, they know they do not have the same rights as their owners.

9. Booker's mother got a book for him.

- 10. know **doubt**
- listen **write**
- crumb **thought**
- climb **light**

11. You should have described the materials used to make the doors in your home. Most doors are made from solid wood, wood veneer, plastic, or metal.

12. You should have described the materials used to make the windows in your home. Most windows are made from glass with a frame of wood, plastic, or metal.

13. The main purpose of doors is to allow movement between rooms or in and out of structures. Doors also serve a security purpose. Doors can be closed to keep unwanted people or animals outside.

14. The main purposes of windows are to allow people to see outside and to allow light in. On warm days, some windows may be opened to allow air to flow through the home, making it cool.

15. Doors have to be able to open and close.

16. Doors have hinges or slide mechanisms and some kind of latch or lock to keep them closed.

17. Most doors have a doorknob or handle. Some doors also have windows, screens, decorative features, and locks.

18. You most likely chose the door without windows. You may have explained that bathroom doors usually do not have windows to ensure privacy. Other reasonable explanations are acceptable.

19. You may have explained that it is useful to have a window in the front door so you can see who is there. It is also useful to have a lock for security reasons.

20. Windows open to allow air to circulate through the home and cool it.

21. You should have circled the answers that best describe the windows in your home. Is there more than one type of window in your home?

22. You should have listed the materials you plan to use. Hinges may be made with any flexible material such as leather, tape, flexible plastic, paper, string, or cloth. Handles should protrude from the door to make grasping the door easier. You could make a loop or handle. A button, peg, bottle cap, pebble, or other small object could also be used. Glue or tape are the most likely choices for joining materials.

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Module Summary

Good work! You have completed the first part of Module 8. You read a legend and a biography. You have also learned more about building things.

In this part of the module, you learned

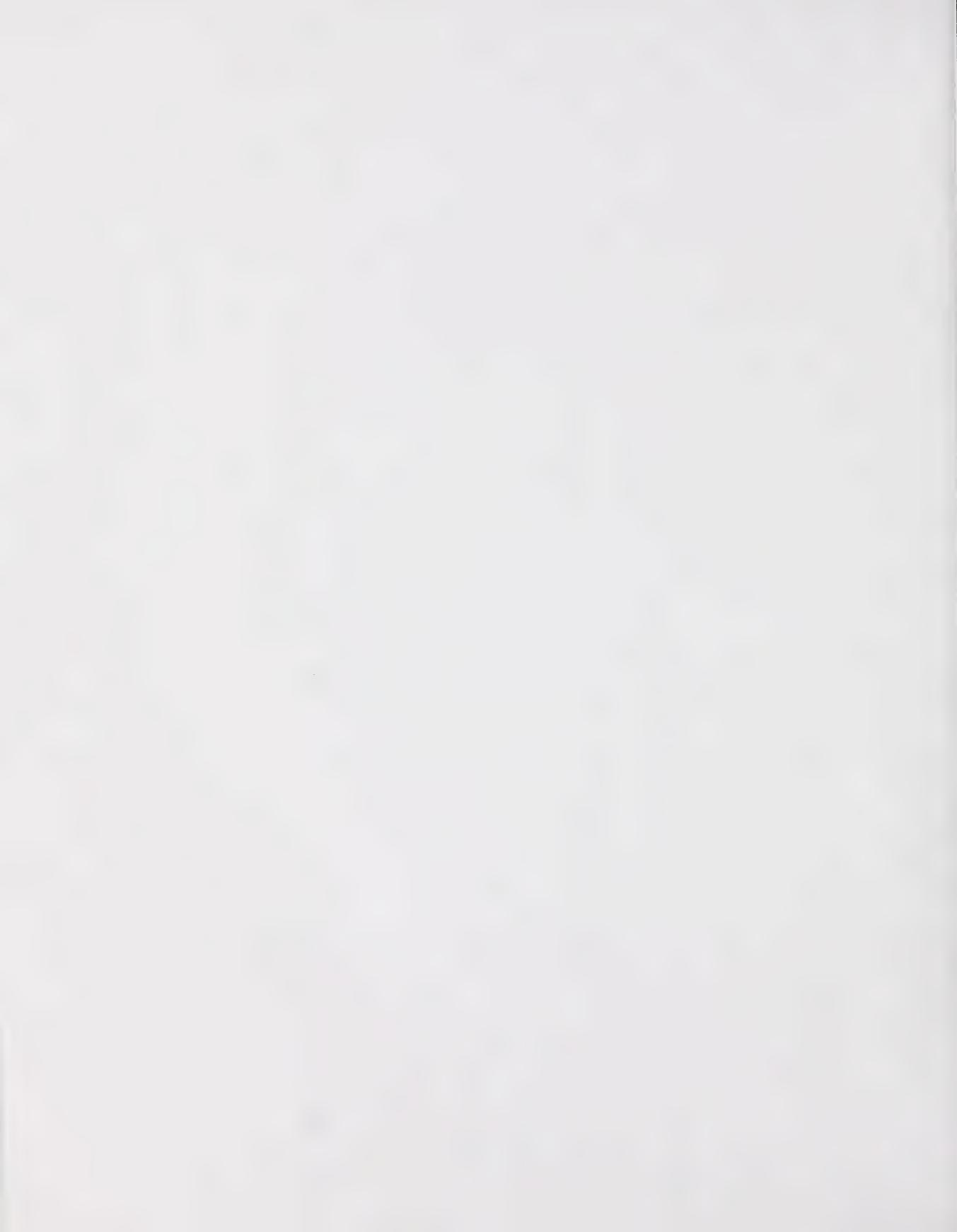
- about the Abenaki
- about the Cree
- about slavery
- more about designing, building, and testing objects and structures

In Module 8B you will explore more of the history of North American settlement. You will continue to build with a variety of materials and you will work on creative writing skills.



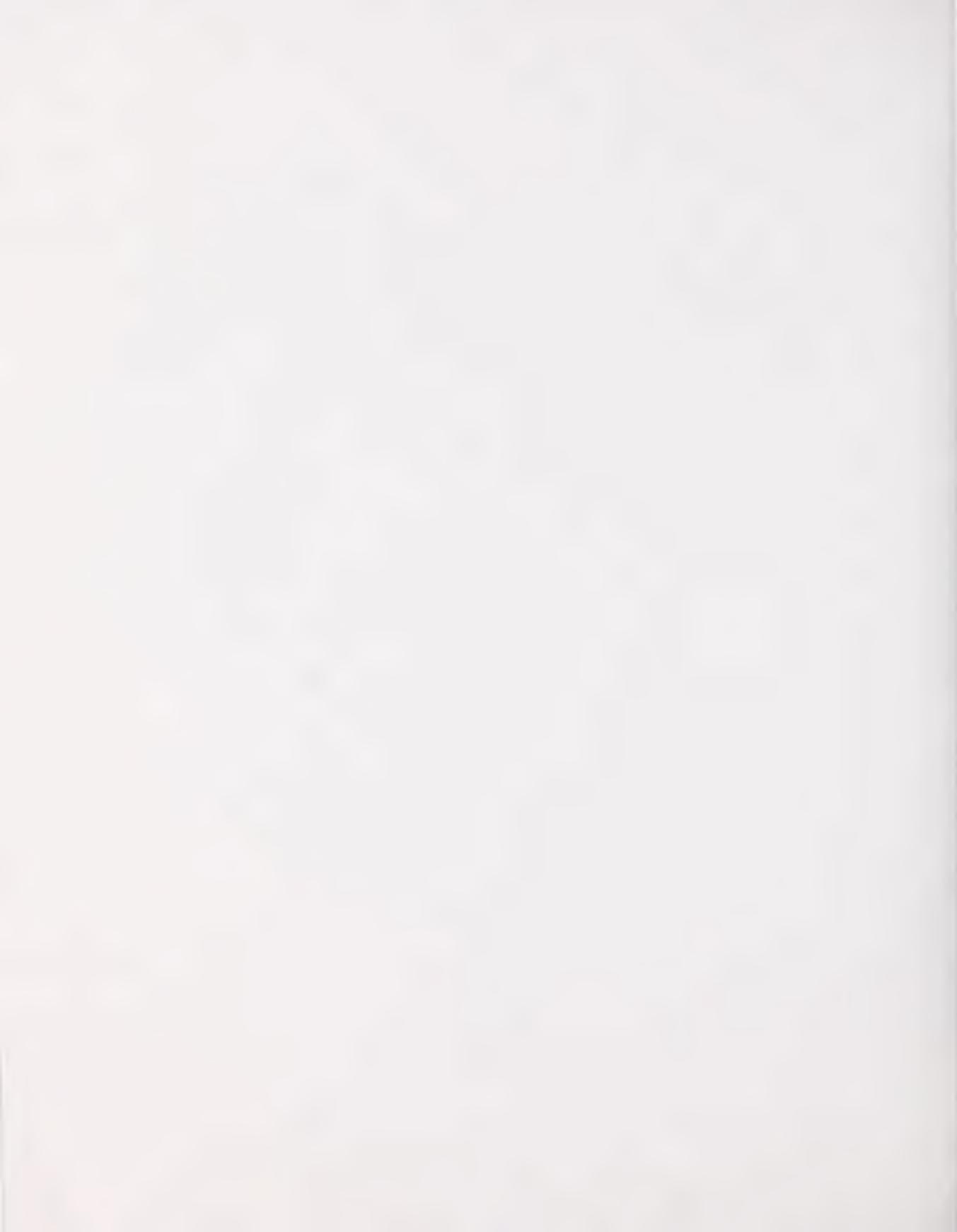
Grade Three Thematic

Module 8A:
Appendix

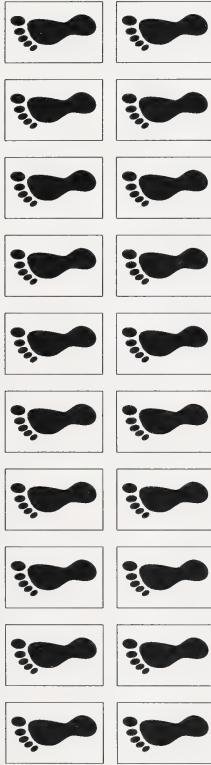


Continent Map: North America





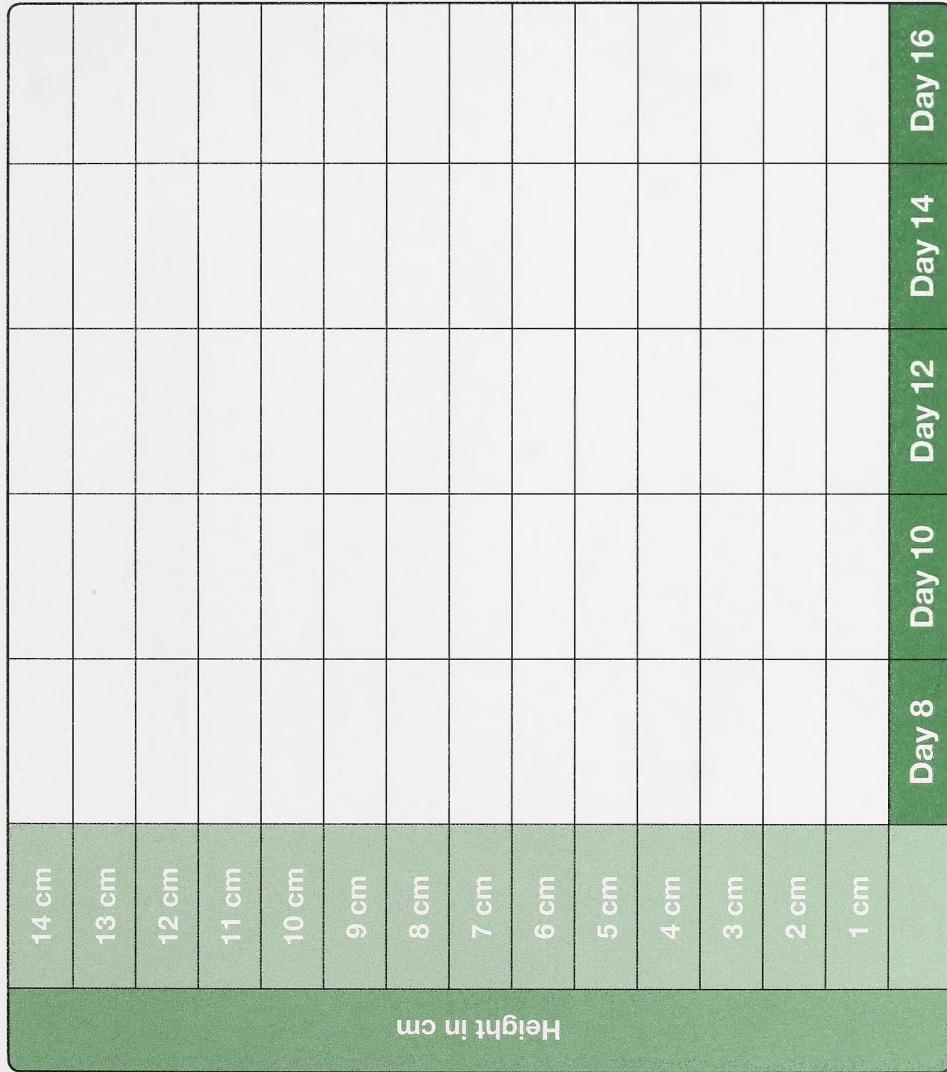
Footprints and Oceans



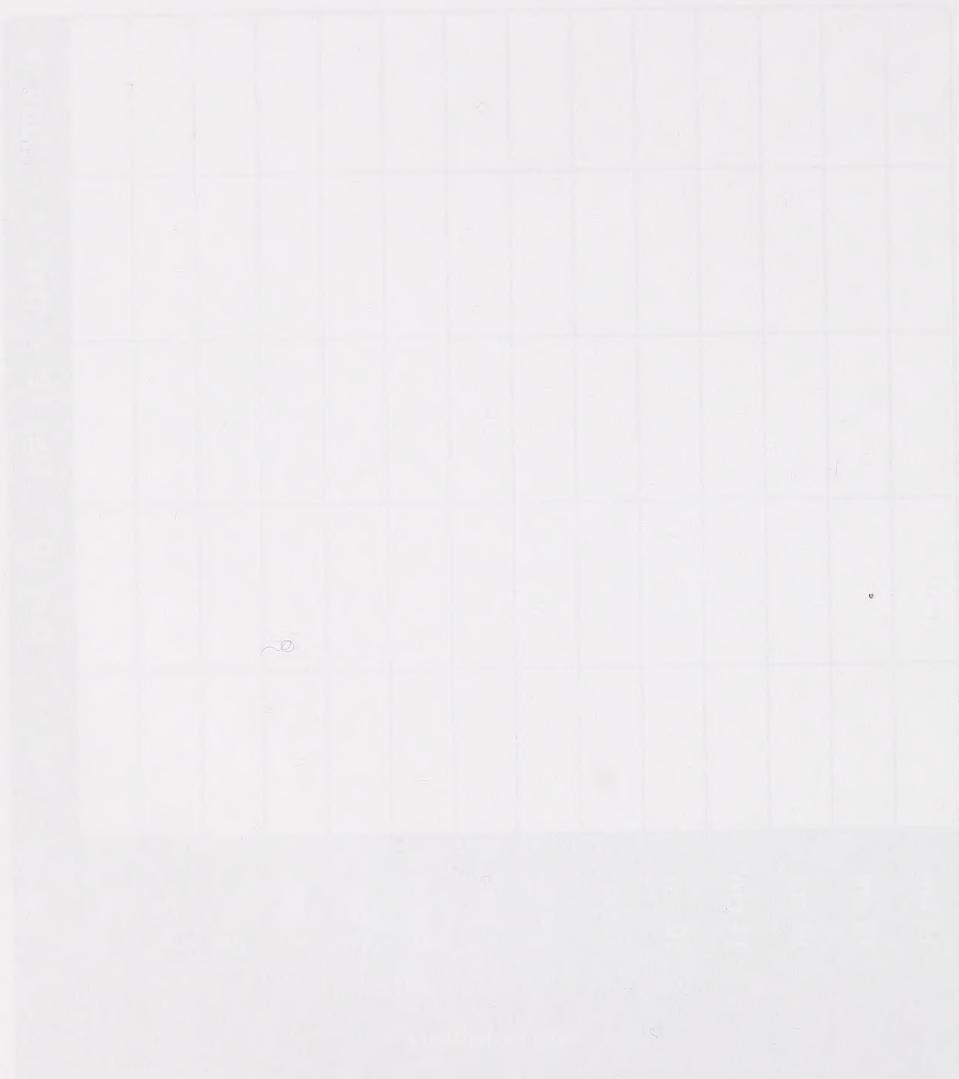
Arctic Ocean	Bering Sea
Atlantic Ocean	Caribbean Sea
Pacific Ocean	Hudson Bay
Gulf of Mexico	

Corn Plant Graph

Choose one corn plant to measure. Measure it on Day 8, Day 12, Day 14, and Day 16. Measure it to the nearest centimetre. Colour the column to show the height.



Quantum Cryptosystem based on Quantum Network
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